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ABSTRACT

Designed for intermediate teachers of the educable mentally handicapped, the guide (Volume 2 of a three part series) presents a detailed outline of suggestions, activities and teaching aids useful in instruction. Health and safety, physical education, language arts, social experiences, numbers and science, and arts and crafts are discussed. Volume 1 is available as EC 031 265. (CD)

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A Guide for Teachers of Educable Mentally Handicapped Children

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VOLUME II-INTERMEDIATE

Special Education Section
and the
Oklahoma Curriculum
Improvement Commission
under the auspices of the
Curriculum Division

OKLAHOMA STATE DEPARTMENT OF EDUCATION
Scott Tuxhorn, Superintendent
1970

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A GUIDE
FOR TEACHERS OF
EDUCABLE MENTALLY HANDICAPPED
CHILDREN

VOLUME II

INTERMEDIATE

Prepared by
Teachers of Mentally Handicapped Children,
School Administrators, and College Personnel
in 1960 and revised by
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in cooperation with
Oklahoma Curriculum Improvement Commission
William D. Carr, Chairman
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OKLAHOMA STATE DEPARTMENT OF EDUCATION
Scott Tuxhorn, Superintendent
1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

The extensive special education program in Oklahoma has provided needed services and specialized instruction for thousands of students. The program is designed to help meet the needs of the handicapped pupil — physically, mentally, emotionally — as well as the gifted student.

Financial and citizen support has been more than gratifying as Oklahoma strives to accept this challenge.

It is our hope that this guide will be valuable to teachers of special education pupils in the intermediate levels.

I wish to express my personal appreciation to those people who have worked on the guide and who have provided the material for it.

Scott Tuxhorn
State Superintendent of Public Instruction

ACKNOWLEDGMENTS

A number of agencies and individuals from all over Oklahoma made valuable contributions in the preparation of this Guide for Teachers of Educable Mentally Handicapped Children.

The first Oklahoma Guides for Teachers of Educable Mentally Handicapped Children were published in 1959 and 1960. These publications helped meet a great need in this area of special education. Much credit is due all those who participated in the production of these guides; however, since their names appear in the 1959 and 1960 guides it appears unnecessary to reprint them in this guide.

The revision of this guide has been made by the members of the staff of the Special Education Section of the State Department of Education.

The guide is an outstanding contribution to the welfare of mentally handicapped children. It is excellent in organization and content. To all who participated in this production, I would like to express my appreciation.

MAURICE P. WALRAVEN, Administrator
State Special Education Section
State Department of Education

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CHAPTER I

INTRODUCTION

Purpose

The purpose of the Guide for Teachers of Educable Mentally Handicapped Children is to present a detailed outline of suggestions, activities, and teaching aids useful in the instruction of mentally handicapped children. The guide is organized in a form consistent at three levels: (1) primary, (2) intermediate, and (3) secondary. It is published in three volumes. Each volume contains introductory and theoretical chapters common to all three levels, plus detailed suggestions for either primary, intermediate, or secondary curricula.

The three volumes constitute an expanded revision of an earlier guide. The original material was considerably less detailed and was contained in a single volume. The first publication was made available to all Oklahoma teachers of exceptional children and workers in a related area. As a result of this trial period of use, the committee responsible for the present revision received many valuable suggestions and materials. Many of these suggested activities and teaching aids were incorporated into the present guide. The first guide was never intended to be a final product. It was felt that all teachers of mentally handicapped children should have the opportunity to participate in a production of this type. In spite of the greatly expanded contents of the present revision, these volumes remain tentative, and it is hoped that periodic revisions will be possible. Those who use these materials are urged to critically evaluate them in terms of new demands created by the state program for mentally handicapped children.

Use of the Guide

The various activities contained in each of these volumes should be of practical value since they represent the thinking of many teachers and are derived from actual classroom activities. It is hoped that the materials contained herein will be useful in providing for the total academic, social, and personal growth of children. Since the education of mentally handicapped children requires a highly individualized approach, many of the ideas found in this guide will require modification in order to be useful in a given situation. The guide is also developmental in nature, hence, there is an overlapping in concepts from one level to another. Many of the ideas introduced at one level are continuous and should be modified in relation to the child's mental, physical, and

social development.

The function of the guide will be determined by some of the following factors:

1. Size and type of class.
2. Composition of the class.
3. Experience of the teacher.
4. Physical facilities.
5. Availability of materials.
6. School and community resources.

Classes will vary greatly relative to size, type, and composition. Curricula discussed at the primary, intermediate, and secondary levels are flexible. While grouping along similar lines, at least is desirable, schools vary greatly in their teaching practices. Naturally the greatest number of special classes for the mentally handicapped are to be found in the larger schools. Where a large number of classes exist in a given school system, more homogenous grouping is possible, and these classes are likely organized along the lines described above.

Smaller programs, on the other hand, must frequently provide for the handicapped in one or two classrooms. The size of the program and the number of classes are determined largely by the finances available, the availability of teachers, and the number of children in the community eligible for special classes.

The composition of the classes relative to socieconomic and educational experiences, sex differences, and interpersonal relationships within the group bears an important relationship to many of the activities covered by these volumes. Physical facilities and the availability of certain materials are major considerations in adopting certain procedures. Many of the ideas contained herein assume the availability of such factors as maximum space and working area, art and crafts materials, visual aids, and specific tools. In addition, the availability of such factors as certain school and community resources places limited value on certain ideas and suggestions. Finally, the type and extend of experience of the particular teacher is a major consideration. Many of the items included in the guide may be well known to teachers of long experience but are believed to be of importance to the newcomer in the field. In contrast, some suggestions assume a certain sophistication in a specific skill or deveiopmental area that would be only applicable for the more experienced teacher.

This curriculum, then, serves best as a guide in providing mentally handicapped children with useful experiences and as a resource guide in planning for their total growth.

It is in no way suggested that teachers attempt to follow rigidly this or any other guide. No curriculum, no matter how detailed, should be superimposed upon a given class. A curriculum

must be flexible in terms of interindividual variation if the needs of exceptional children are to be met.

Educational Provisions for the Mentally Handicapped

In the past our culture failed to recognize the rights of handicapped groups, a few special provisions were made for the mentally retarded. Special education for the mentally handicapped was not available. An increased knowledge of human behavior has prompted greater recognition of the common needs of all individuals for security and recognition and is responsible for appreciation of individual differences.

Our current philosophy of education reflects the idea that all children are entitled to education with opportunity to develop to the limits of their capacities. The mentally handicapped are no exception. The need for a realistic educational program for these children has become more evident within the past 15-20 years. There is good evidence that exceptional children can become self-sustaining to a greater or lesser degree. Becoming a relatively self-sustaining member of society, however, is never a certainty, particularly in cases of intellectual subnormality. While good teachers in regular classrooms may, in certain instances, provide appropriate learning situations for these students, it is doubtful that the typical elementary or secondary class can be made flexible enough to provide adequately for the majority of exceptional children. Just as all fields of education have become more specialized, so has the education of exceptional children. It is fairly clear that learning of all kinds succeeds most efficiently when teachers with special training work with the mentally handicapped in special settings with special materials.

1. An Approach to Mental Retardation

Literature in the field of special education reveals a variety of approaches to mental retardation. Educators, psychologists, physicians, and others have approached problems in this field in various ways, using many different classifications and terminologies. Anyone can easily become confused hen terms are not clearly defined and explained. It is necessary that the use of certain terms be made clear at the outset in order that there be no confusion as to the groups of children to which reference is made.

2. The Educational Approach

The public schools share the responsibility of providing for the educable mentally handicapped. Adequately providing for these children involves a

number of administrative, teaching, and research functions. While the educator is interested in both prevention and therapy as they relate to subnormality, he must specifically concern himself with problems in learning. Like all disciplines, the educational approach requires the use of certain classifications in order that educational procedures may be carried out.

There are many different classifications of mentally handicapped children. They may be classified as to the kind or type of retardation or as to the degree or extent of retardation. It is generally agreed that there is no valid reason for using harsh terms such as idiot, moron, and imbecile to describe the degree or extent of deficiency. There are at least three distinct educational classifications covering both degree and kind of defect, which get away from such useless designations. The three volumes of this guide employ the following classifications:

a. The Mentally Deficient

The mentally deficient include those who are often referred to as the "trainable." These children do not become competent in academic skills and are therefore not considered educable. Until a few years ago these children were cared for in the homes of their parents or in institutions for the severely retarded and were not considered the responsibility of the public schools. Many of these children can, however, be trained to make certain contributions beneficial to themselves and their environment. Although few communities have yet made extensive provisions for their care, trainable children are now attending special classes in the public schools in Oklahoma.

b. The Mentally Handicapped

The mentally handicapped are frequently referred to as the "educable group." They are educable to the extent that they can acquire certain academic skills to a useful extent. Furthermore, it is possible for these children to become relatively self-supporting and in time achieve varying degrees of social and economic independence. Many of these children are to be found in the regular grades although it may not be possible for them to achieve academically and

socially to the fullest when forced to compete with children of average and above average intelligence. It is for this reason that mentally handicapped children are being provided for through special class placement in elementary and secondary schools.

c. The Slow learner

The slow learners are generally not placed in special education classes. Their degree of retardation is not so great that they cannot learn in regular classes, particularly where some attention is given to grouping. These children constitute about 15 per cent of the total national school population and characteristically have some difficulty competing with youngsters of greater intelligence. They are sometimes defined as those children falling within the dull-normal range in intelligence.

State Laws and Regulations

The following law and State Board of Education regulations pertaining to the educable mentally handicapped children are taken from Bulletin S. E. No. 5, "A Program of Education for Exceptional Children in Oklahoma," Oklahoma State Department of Education.

Definition of Terms

"Special Teacher" is a qualified teacher who is employed to teach exceptional children.

"Unit" may be defined as a specialized class for a full time teacher. This is not to mean that child designated as "exceptional" may not participate in the daily activities of the school. "Half Unit" may be defined as a specialized class to which a teacher devotes half of her time to the teaching of exceptional pupils.

No school shall be reimbursed for teaching educable mentally handicapped children on less than a half unit basis. The following standards should be observed by school districts accepting reimbursment for teaching educable mentally handicapped children.

Establishment of Classes

The class or classes shall be established by action of the district board of education with the full approval of the superintendent. A minimum of ten (10) resident and transferred pupils is required.

In organizing a class in special education, it is necessary to file two separate forms with the Division of Special Education. The first form is a Declaration of Intent to teach a class in special education. This form indicates the type of class you plan to operate. It is sent out in duplicate by the Division of Special Education to schools before the close of the current term, and one copy should be completed and returned on or before July 1. The second form is an Application for Conditional Preapproval Plan to Teach a Class in Special Education. It is mailed in duplicate before the beginning of the school term to schools that have filed a Declaration of Intent to teach a class. It should be completed and one copy returned to the Division of Special Education not later than thirty days after class organization.

Eligibility of Pupils

The eligibility of children for this service should be determined by a qualified psychological examiner as prescribed by law.

Admission to Classes

An eligible child shall be admitted to classes for special help provided such classes are designed to meet his particular needs. Admission should never be made on the basis of relieving the regular classroom teacher of problem pupils. Children who because of mental defects are not educable shall not be eligible for admission to classes for educable mentally handicapped children.

Size of Class

No class should have fewer than eight (8) children or more than twenty (20) if reimbursement is expected. When a wide age range of children are enrolled, the number should be fewer than twenty (20).

Supervision

Cooperative, helpful supervision by the superintendent, building principal, and special supervisor is necessary for success in the program. The attitude of the administrator and teachers will determine the disposition of the normal children toward the slow learning pupils. The special teacher should never be used as a substitute for teachers of regular classes. The same importance must be attached to this service as is given to regular teaching.

Case Records

Individual cumulative records must be kept for each pupil in the room.

Curriculum

The curriculum should provide educational experiences at the child's mental level. Special attention should be given to the use of concrete situations in attaining the basic purposes of education of all American children, namely, self-realization, human relationships, civic responsibility, and economic efficiency. At all times the curriculum must be adapted to the needs, interests, and welfare of the child.

Building, Room

The room must be adequate in size and properly located in keeping with other rooms in the building. In every way, this room should be as desirable and attractive as the rooms occupied by regular class children.

Equipment and Supplies

Proper and adequate supplies and equipment must be provided.

Transfers

Transfers of physically or mentally handicapped children shall be made in accordance with the general laws governing the transfer of pupils from one district to another, provided, however, that no such transfer shall be effective as a basis for a claim for reimbursement unless the written consent of the school board of education of the district in which the transfer is to be made is filed with the county superintendent prior to entry of order of transfer.

Census

It shall be the duty of all persons taking the census as provided by law to report the name, age, address, and the nature of the handicap of each physically or mentally handicapped child and the name and address of the parents, guardian, or the person in custody and control of said child.

Teacher's Certification

A teacher, to qualify as an instructor of exceptional children, must hold a valid Special Education Teacher's Certificate under the State Laws of Oklahoma. The special preparation shall be in the area in which the teacher will teach.

Teacher's Salary

The law provides that the teacher of Special Education shall be paid a minimum of 5 per cent above the prevailing wage in their school district for teachers of normal children in the same school

district. This should be construed to mean teachers of equal preparation and experience.

Transportation

When a school district providing Special Education services pays the transportation costs of a transfered pupil being transported from a point into another district to its own Special Education school or class, that school district may be reimbursed at a rate not to exceed six cents per mile to and from school and the total amount of annual reimbursement shall not exceed $450.00 per child. When more than one child is transported in the same private vehicle, an additional charge not to exceed three cents per mile per pupil may be made. Individual cases will be considered on their own merits.

Boarding

The State Superintendent of Public Instruction shall make provision for boarding children specified in Section I of the Act who must be transferred from their home school district to school districts providing special educational facilities. In no case shall reimbursement from the State Treasury for this purpose exceed $4500.00 per child per year.

Length of School Day

A school day for children enrolled in special education classes who function at an academic level not higher than first grade shall consist of not less than four hours of school activities. When a child is unable to attend school four hours, the length of his school day may be determined by the local school authorities with the approval of the State Director of the Special Education Program.

CHAPTER II

THE EDUCABLE MENTALLY HANDICAPPED

Definition

The educable mentally handicapped have been defined as those children who can be taught some academic work but who are mentally retarded to the extent that their development is hindered in the regular classroom. These children require special attention if they are to develop academically and socially to their fullest.

It is difficult to characterize the educable mentally handicapped. Most modern characterizations point up existing similarities as well as differences when comparisons are made with the intellectually normal or superior. It is frequently said that the mentally handicapped child is more nearly like the "normal" child than he is different. Stress is usually placed on the observed requirements of all children for need of satisfaction. The common needs of all children for love, recognition, and success are usually cited. Most educators would agree that in many ways the "educable" child functions not unlike the intellectually normal person.

It is important, however, to be aware of both similarities and differences. While many educable children will mature at normal rates and function normally in many areas of development, there are some real differences in intellectual growth which cannot be ignored. Without question there are limits to the expression of the intellectual abilities of these children if they have been correctly identified.

The implications are that a curriculum should be planned with certain likenesses and differences in mind. While the goals and purposes of education for the intellectually normal will apply to the education of the mentally handicapped, the means of attaining these goals will require something more than modification if maximum learning is to occur.

Identification and Placement of the Mentally Handicapped

Problems in the identification of mentally handicapped children are numerous and varied. There have been attempts to identify children on the basis of such factors as level of physical development, degree of social and emotional maturity, and performance on standardized tests of intelligence.

Identification Based on Physical and Social Data

It is probably true that mentally handicapped children as a group reveal a higher incidence of physical defects and may

mature physically at a slower rate than do other children. It is also possible that educable children as a group lack the social and emotional maturity of normal children of comparable chronological ages. It is clear, however, that children with physical handicaps are to be found at all levels of intellectual functioning and that the degree of social and emotional maturity may depend upon a variety of cultural factors. It is not considered sound practice to select educable children on the level or basis of inferior social or emotional development alone. It is equally impossible to attempt identification in terms of physical deviation without a thorough knowledge of the child's intellectual functioning.

Identification Based on Test Data

Despite many shortcomings of present testing devices, intelligence test data are probably the best criteria available for selecting mentally handicapped children for special classes. Children who obtain intelligence quotients within the 50-75 range are ordinarily eligible for special class placement. Group tests may be used for rough screening purposes, although individual tests should be administered whenever possible. The validity of any intelligence test score will depend to a large extent on the competency of the examiner and the appropriateness of the test. In any event, special class placement should never be made on the basis of test scores along. The behavior of the child during the test situation, his social adequacy, emotional adjustment, and physical maturity should always be taken into consideration. Generally speaking, it is important that an obtained intelligence quotient of 50-75 indicates eligibility of a special class. It does not, however, guarantee that special class placement is necessary, or even desirable.

Education Facilities

Individual and local circumstances will affect class placement once the child has been identified. Individual factors such as the nature and extent of the handicapping condition are major considerations in placement. Local circumstances such as the number of handicapped, the availability of teachers, the availability of space, and community acceptance will also dictate certain considerations.

The Multiple Handicapped

Many mentally retarded children suffer from more than a single handicap. Adequate diagnosis and classification must provide for the possibility of a variety of "causes" of a particular condition. Diagnosis of mental retardation and placement in a special class involve a thorough investigation of a variety of

physical and psychological factors which relate to a child's behavior. In some cases, the nature of the handicaps is easily determined, as in the case of a mentally deficient child with an obvious orthopedic impairment. In other cases, additional handicaps are obscured by a major physical or mental condition, i.e., the mentally retarded cerebral palsied child, or the orthopedic case with a severe emotional involvement.

Children with multiple handicaps constitute special problems for parents and teachers. Certain handicaps naturally take precedence over others. A mentally deficient child with a low intelligence quotient is usually placed in an institution regardless of the presence of other handicaps. A blind child of normal intelligence is usually placed in a school for the blind. A deaf child of normal intelligence, regardless of other handicaps, should receive special attention in a situation designated to care for his particular condition.

The severity of the handicap has a great deal to do with proper placement. Certainly all children suffering from physical handicaps do not require special classroom facilities. Satisfactory educational planning and proper class placement will depend upon factors such as:

1. The severity of the handicap
2. The combinations of handicaps
3. The amelioration of the condition
4. The facilities available
5. The personality of the child

Local Circumstances Affecting Class Placement

It is not uncommon to find communities with little or no opportunity to group children for special instruction. Only a few of the smaller communities have organized programs in the form of special classes and services for exceptional children. Larger schools are currently experiencing the most rapid growth of special facilities. There is evidence that children can benefit from individualized instruction even when special class placement is not possible. The teacher must, however, be adequately trained to make certain classroom and instructional adaptations and begin the programming early in the school experiences of the child.

The Special Classroom

Classroom organization for educable mentally handicapped children is somewhat different from the usual grouping practices found in elementary and secondary schools. As mentioned in an earlier section, grouping practices will vary depending on specific circumstances. With the exception of smaller schools where more

than a single class is not feasible, grouping practices are based on factors such as:

Chronological age
Social and Emotional Maturity
Mental age
Intelligence quotient
Level of academic achievement
Physical maturity
Class size
Teacher load

Elementary Schools

The Self-Contained Classroom Plan is followed in most of the larger elementary schools. Activities outside the classroom are generally shared with all students attending the particular school.

Self-Contained Classroom Plan

Class	C.A.	M.A.	Class Size
Primary	6-11	below 6	10-20*
Intermediate	10-13	6-8.5	10-20*

Secondary Schools

The Junior-High and Senior-High programs for the mentally handicapped most often operate under a modified homeroom plan. It is unusual to find an elementary program with this type of organization.

Clearly there is a great deal of diversification in the special classes for the educable children at these levels. Most often these youngsters participate in many of the developmental and non-academic areas with other children attending the schools. The skills areas are usually taught by one or two trained special education teachers who attempt to meet these students at their level with functional experiences in skills. Close attention should be paid to elective in order that social and educational growth may be increased. A program for students designed along traditional lines, even though modified, all too often increases frustration and promotes grave feelings of failure. What is taught in the skills areas whould be a continuation of what was established at the primary and elementary levels and should relate meaningfully to experience areas in occupational experience and social

*Whenever possible it is best to keep the class as homogeneous as possible. This, of course, includes maintaining a relatively small class. In most cases, the maximum number cited above will be far too many students. Most teachers would agree that a highly individualized educational approach would necessitate a small class. The above figures are more descriptive of what is now in operation. In the case of preprimary programs (not discussed here), an even smaller class is desirable.

relationships so important at this level of maturity.

Working With Parents

The problems of adjustment for mentally handicapped children are manifold. The task of adjusting to the school, the community, with their peer group, and with others in the social environment are a few of the hurdles that they must attempt to surmount. It naturally follows that problems of adjustment for the retardate automatically become problems of adjustment for parents. Teachers of mentally retarded children should ever be mindful in working with parents that the critical life event of having a retarded child is a continuing one, not something that happens and is over and ended.† Regardless of the degree of emotional acceptance on the part of a parent, new and continued disappointments are their lot in life. As their child increases in chronological age, the awareness of the things he can't do also increases. Parents of these children need a sympathetic, understanding person to whom they can turn to discuss their problems and express their anxieties. The special class teacher may serve a key role in providing this vitally needed assistance for them.

Teachers of exceptional children who teach in schools that have the service of Directors of Special Education, School Psychologists, Visiting Counselors, Guidance Counselors, etc., are fortunate in that they may turn to these professional sources for help in conferring with parents. In many situations the special class teacher will not have the advantage of the services of these other professions and may indeed be the sole contact for parents.

Parent-teacher conferences generally fall into three classifications according to the purpose of the conference. These are: (1) interpretation interviews, (2) pupil progress reports, and (3) counseling conferences.

1. Interpretation Interviews:

The purpose of this type of parent-teacher conference is to interpret to the parent, in meaningful terms, the findings and results of psychological tests. Ordinarily, this is the responsibility of the psychologist who has seen the child for evaluation. Sometimes, because of time limitations, conflicting schedules, or other unforeseen events a conference cannot be held. In such cases a psychological summary will be forwarded to the school, and the responsibility for interpretation falls upon the local school administration. The special class teacher is often the most qualified and consequently the most logical person to conduct this

† Blodgett, Harlett E. and Grace J. Warfield, Understanding Mentally Retarded Children, New York: Appleton-Century-Crofts, Inc., 1959. p. 41.

conference.

While the psychologist's report forms the basis for this conference, the teacher should never show this report to the parents nor quote from it verbatim. These reports are confidential and should always be handled in a confidential manner. The task of the special teacher in this conference is to take confidential, professional information and translate it into language that the parents can understand. This involves the mutual discussion of the child's limitation and his need for special class placement. The teacher should avoid quoting specific test scores since these are often misunderstood and since too much significance is often attached to a numerical score. Instead of using specific scores in interpretation, it is much more meaningful to talk in terms of mental ages, grade level, intellectual expectance, and other related terminology.

A recommendation by a psychological examiner that a child be given special class placement merely indicates that, on the basis of the information available, the special class can provide the most feasible and realistic educational program for that child. It does not imply that this placement constitutes a "cure" or that miraculous results will be achieved. The teacher should not be placed in the position of making elaborate promises or predictions as to what will happen if the parents agree to special class placement for their child. It is the duty of the teacher to interpret and recommend. The decision to place the child in a special education program rests with the parents.

2. Reporting Pupil Progress:

The method of systematically reporting grades to parents is generally determined by the local school administrator or his designated authority. The type of report card, grading method (A, B, C, D, F, etc.), and frequency of report is most often uniformly followed throughout all grade levels of the school. For the sake of uniformity the teacher of the special class may be required to conform to the established policy of the school. The method of grading, and reporting grades, for mentally handicapped children is probably one of the most controversial issues in the field of special education today. There have been many ideas advanced but little agreed upon as to what constitutes a "good" method of grading, and this is not an attempt to suggest such a method. It is however, to suggest that any method of grading and reporting to parents should be supplemented with regularly scheduled parent-teacher conferences. Whether the special education teacher is required to follow the method of grading adopted by the school system or whether she is permitted to develop her own method of grading, the parent-teacher conference is recommended. This personal

contact, although brief, can do a great deal more to inform parents about the strengths, weaknesses, and school progress of their handicapped child than any report card, regardless of how elaborate and detailed it may be.

The conference should be planned in advance. Since it, of necessity, must be brief, the teacher will need to have everything in readiness for the interview. The progress report involves information to parents regarding the child's achievement level, rate of growth, his general behavior in the class, and his contributions to the classroom activity. It will prove helpful to have samples of the child's work, workbooks, textbooks, and art and craft projects on hand to demonstrate and verify the oral report given by the teacher. A friendly, relaxed attitude on the part of the teacher will help the parent to feel at ease. The teacher should avoid taking over the conference, but should allow time for the parents to ask questions or express their feelings. The atmosphere of the conference should be a positive one. The parents need to feel that their handicapped child is making progress. A genuine interest on the part of the teacher can do much toward meeting this need of the parents. Here again, a note of caution should be injected. The teacher must exercise caution not to extend false hope to parents that their child will attain heights of academic achievement that are inconsistent with his level of mental development.

Always end the interview on a constructive, pleasant note. If there are ways in which the parent can work with the child in areas where he needs assistance, this is a good time to give specific instructions as to how they can help. A well conducted conference with a pleasant and encouraging conclusion will prove to be one of the most effective public relations program the school can sponsor.

3. Counseling Interviews:

As has been previously indicated, the parents of mentally handicapped children face many problems of social, emotional, and education implication that are unique to their group. As a result of this, they are continually in need of someone with whom they can express their anxieties, air their inner feelings, and share their hopes and joys. For a number of reasons the special education teacher becomes the most logical person to assume this role. First, in many small school districts where special classes are operated, the special class teacher is the most qualified person, in terms of training and experience, to counsel with parents. Secondly, the classroom teacher has closer contact with the children in the special education class than any other person outside the home. Finally, the dedicated special teacher shares a cooperative relationship with the parents. This relationship is

expressed in the objective that both the teacher and the parents desire to help the child to the best social, emotional, and educational adjustment possible.

This brief discussion of counseling conferences with parents does not carry the intent of being a "short course" in training for psychotherapists, neither indeed should the teacher attempt to assume such a role. It is merely to suggest that the teacher is in a key position to lend a sympathetic ear to the parents of handicapped children. Here she can drop the traditional role of a teacher "speaking while others listen" to "listen while others speak." An interest and understanding listener who has no need to be authorative or judgmental can serve as a sounding board upon which the parents may "bounce" their own feelings in order to obtain a more objective point of view.

Since it is assumed that no two individuals are alike, then it must also be assumed that no two counseling interviews will be alike as to content and procedure. Accordingly, it is impossible to outline in rigid, structured fashion the manner in which such conferences should be held. The following suggestions have been found to be helpful in conferring with parents of mentally retarded children. They are listed here to serve as a general guide for such conferences.†

1. Responsibility for the success or failure of a conference rests primarily with the teacher. It is well to remember that success is relative and each conference must be judged according to its own circumstances and results.
2. Insofar as is possible, arrange for uninterrupted conferences.
3. It is easier to build a cooperative relationship if the teacher is not seated behind a desk. Such seating places her in a position of authority rather than partnership.
4. The teacher's greeting should be friendly and relaxed.
5. Listen carefully to what the parent tells you. Avoid taking over the conference. Encourage the parent to talk and listen to what he has to say.
6. Find out what the parent is thinking and feeling about his child. The teacher cannot understand the child's behavior until she knows the parent's attitude.
7. If a parent voices a problem or worry, follow through. It is best not to assume that you know the reason why. The real reason as it is uncovered may surprise you.
8. Accept the parent's feeling about his child.
9. If the parent suggests a plan of action, accept it if at all

† D'Evelyn, Katherine E., Ed. D., Individual Parent-Teacher Conferences, A Manual for Teachers of Young Children, New York: Bureau of Publications, Columbia University, 1945, p. 95-97. (Used by permission.)

possible to do so. One of the goals in parent counseling is to try and get the parent to take the initiative. If this plan fails, it is always possible to suggest another mode of attack.

10. If the parent cannot suggest a plan of action, the teacher may suggest alternatives for joint consultation such as "This might be a possibility -- What do you think?" Or "You know the facts of the situation better than I, do you think we might try this?"
11. It does not help to argue with a parent as this arouses resentment and resistance.
12. Avoid giving direct advice even when the parent states his problem, then leans back saying, "tell me what to do." Let any advice or suggestions grow out of mutual discussion and growing insight on the part of the parent.
13. The teacher must decide to gear her thinking to that of the parent and not push any too far nor too fast.
14. Be accepting. Accept anything the parent tells you without showing surprise or disapproval.
15. Try to close the conference on constructive pleasant, and forward-going such as a plan for further consultation, a definite date for the next conference, a statement of encouragement and reassurance if at all possible, and a statement for a plan of cooperative action.

Some teachers have found it helpful to initiate and conduct regularly scheduled group meetings for parents of the children enrolled in special education classes. In these group sessions parents are able to gain helpful insight as they discuss together individual problems as well as general problems that are common to the group.

The teacher's responsibility for these parent group meetings is to initiate the program, arrange for an appropriate meeting place, schedule meetings, and notify parents. In addition, the teacher will be required to act as group leader or to secure other professionally qualified personnel to serve in this capacity. A resourceful teacher will be able to secure valuable resource persons such as, medical doctors, county health department personnel, social workers, minister, nurses, and others in the local community to expedite the purpose and function of the parent group meeting.

Thus it becomes apparent that from the initial interpretation interview until the time the mentally handicapped child graduates or is otherwise separated from the public schools, the parent-teacher conferences are an essential aspect of the total educational program. Their major function is to serve as channels of communication between the parents and the school as they

work together to achieve a common goal--optimal educational opportunity for the mentally handicapped child.

Terms Frequently Used in Literature Concerning the Mentally Handicapped

1.	Achievement, academic	The level of competency attained in academic skills such as language arts, quantitative experiences, etc.
2.	Affect	An individual's feeling or emotion
3.	Aggression	Hostility or unprovoked behavior
4.	Ament	A descriptive term referring to intellectual subnormality
5.	Anxiety	A fearful feeling in relation to either real or imaginary danger
6.	Aphasia	Inability to use language meaningfully
7.	Aspiration, level of	The level of functioning or achievement to which an individual aspires
8.	Assessment	Measurement
9.	Ataxia	A lack of muscular coordination
10.	Athetosis	A term most often used in connection with the cerebral palsied referring to a condition of involuntary, writhing muscular movement
11.	Audiologist	A specialist trained to test hearing ability
12.	Brain damage	A general term having reference to any damage or injury to the brain
13.	Borderline	A term used to describe a level of intelligence represented by I.Q. from approximately 75-90.
14.	Cardiac	A term pertaining to the heart
15.	Chorea	A term used to describe involuntary, jerky, muscular movement
16.	Comprehension, level of	A term used in reference to level of understanding particularly in relation to achievement
17.	Congenital	A term meaning present at birth
18.	Cretinism	A clinical type of mental deficiency due to hypothyroidism
19.	Curriculum	The total educational program
20.	Defective, mentally	A term often used as a synonym for mental retardation
21.	Degeneration	A term meaning to deteriorate
22.	Dementia	Deterioration of emotional or psychological functioning
23.	Diagnosis	A recognition of the nature of a disorder

24.	Disorder, convulsive	Any disorder characterized by convulsions
25.	Dominance, cerebral	Dominance of one cerebral hemisphere in regard to specific behavior
26.	Dull-normal	A term used to describe a level of intelligence represented by I.Q.'s of 80-90
27.	Dysfunction, motor	Any impairment of movement
28.	Electroencepalograph	An instrument capable of providing a graphic representation of the electrical impulses of the brain
29.	Endogeonous	Mental retardation due to familial factors and not due to structural abnormalities
30.	Exogenous	Mental retardation due to external causes with structual defects
31.	Etiology	A term used to refer to the cause of a condition
32.	Eugenics	A science concerned with methods of improving the quality of the race through heredity control
33.	Euthenics	A science concerned with methods of improving man's qualities through altering environmental factors
34.	Familial	Common to several members of the family
35.	Handicapped, mentally	A term frequently used as a synonym for mental retardation
36.	Intelligence	There is probably no universal definition of intelligence. It has been variously defined as: the ability to solve problems; deal with abstractions; make decisions; relate to one's environment; etc.
37.	Macrocephaly	An abnormal enlargement of the head
38.	Maturation	A term pertaining to the biological and psychological development of the individual
39.	Monogolism	A clinical type of mental deficiency characterized by physical features which resemble a member of the mongolian race
40.	Motor	Movement
41.	Moron	A term sometimes used to describe the level of intelligence represented by I.Q.'s from approximately 55-80
42.	Neonate	Birth to one month of age
43.	Neurosis	A broad classification used to de-

scribe emotional conflicts where there is no loss of reality

44. **Oligophrenia** . . . . . A term meaning mental deficiency
45. **Palsy, cerebral** . . . . . Impairment of motor function due to brain lesion
46. **Paralysis** . . . . . Any impairment of movement
47. **Phenylalanine** . . . . . An amino acid
48. **Phenylketonuria** . . . . . A metabolic disorder characterized by some degree of mental subnormality
49. **Psychoanalysis** . . . . . A branch of psychology originated by Freud; also a method of psychotherapy
50. **Psychoanalyst** . . . . . A therapist who utilizes psychoanalytic psychotherapy
51. **Psychiatrist** . . . . . A physician who specializes in the treatment of mental illness
52. **Psychogenic** . . . . . A term used to describe conditions due to psychological factors
53. **Psychologist, clinical** . . . . . A psychologist who specializes in the clinical study of human behavior in areas of research, diagnosis and therapy
54. **Psychologist, educational** . . . . . A psychologist who specializes in relating psychological principles in education
55. **Psychosis** . . . . . A classification of mental illness characterized by a lack of contact with reality
56. **Psychotherapy** . . . . . Treatment by psychiatric or psychological techniques
57. **Quotient, intelligence** . . . . . A numerical representation of level of intelligence. A ratio of Mental age and Chronological age.
58. **Retardate, mental** . . . . . An individual who is mentally retarded
59. **Retarded, educable** . . . . . An educational classification in mental retardation used to describe a person who although subnormal in intelligence is capable of some success in academic subjects. This term is also used to describe a level of intelligence represented by I.Q.'s between approximately 50-75.
60. **Retarded, trainable** . . . . . An educational classification used to describe those individuals whose degree of intellectual impairment is such that are not capable of success in academics but who, in certain circumstances, can profit from programs in training, in development

areas, self-care, and vocational skills. This term is also used to describe the level of intelligence represented by I.Q.'s between approximately 30-40.

61. Schizophrenia . . . . . A common form of psychosis
62. Slow learner . . . . . A term sometimes used to refer to children who are educationally retarded. It is sometimes used as a synonym for mentally handicapped. It is also used to refer to that level of intelligence represented by I.Q.'s ranging from 75-90. On occasion it is used as a synonym for educable mentally retarded.
63. Sociometrics . . . . . The measurement of social relationships and social interaction.
64. Structural . . . . . A term pertaining to the organs or tissue of organism
65. Syndrome . . . . . A group or complex of symptoms which when combined characterize a particular condition
66. Test, achievement . . . . . A test designed to measure a level of functioning in a given subject matter area
67. Test, aptitude . . . . . A test designed to measure a possible level of performance in a given skill or activity with previous training
68. Test, projective . . . . . A test in which the stimuli are presented in a realtively unstructured way. The basic assumption underlying tests of this type is that the testee's responses will reflect certain individual personality factors, often below the level of his awareness.
69. Test, Rorscharch . . . . . A projective technique best known as the "ink blot" test
70. Test, Stanford Binet . . . . . A standardized test of intelligence, the most recent revision was done in 1960
71. Test, Thematic Apperception . . A projective technique in which the testee must create a story about several pictures
72. Test, Wechsler . . . . . A standardized individual test of intelligence, there is both an adult and a children's scale
73. Therapist, speech . . . . . A specialist who provides corrective speech therapy usually in con-

		nection with disorders of articulation, stuttering, etc.
74.	Therapy	A term pertaining to treatment
75.	Toxemia	A condition in which the blood contains toxic poisonous substances
76.	Trauma	Any injury, either physical or psychological
77.	Tremor	Rhythmic movement

CHAPTER III

AGENCIES AND ORGANIZATIONS

Many mentally handicapped children suffer from more than a single handicap. Children with multiple handicaps constitute special problems for the teacher in attempting to provide a realistic educational program for them. Not infrequently, the teacher finds it necessary to refer these and/or other children to outside agencies to secure health and medical care, corrective surgery, psychological evaluation, remedial instruction, legal aid, counseling, vocational planning, institutional placement, or other services. As an aid to the special education teacher in planning for the total educational program of the handicapped child, a list of state, local, and private agencies has been compiled. This list, arranged in alphabetical order, shows the agency's name, address, service provided, and procedure for securing the service.

Adair County Health Department Guidance Center
(In Guidance Center Region II)
Stilwell Community Hospital, P. O. Box 223,
Stilwell, Oklahoma - Phone: 774-7292

Psychological evaluation for children and families with emotional, behavioral and learning problems or mental retardation.

A & M School of Technical Training
Okmulgee, Oklahoma - Phone: 3680, Ext. 5

Provides service for entire state of Oklahoma. Medical diagnosis, counseling parent education, and advice on securing medical care. Also physical and occupational therapy for inpatients and outpatients. Service may be secured by contacting headquarters of the Department of Vocational Rehabilitation.

American Cancer Society, Oklahoma Division
1312 N.W. 24, Oklahoma City, Oklahoma -
Phone: 525-3515

Provides service for the entire state through local chapters in all counties. Medical diagnosis and treatment for indigent cancer

patients. Also educational service in providing free films, literature, speakers, exhibits, and posters. Service secured by contacting local county chapter.

American Legion Department of Oklahoma
206 Historical Building
Oklahoma City, Oklahoma - Phone: 525-3511

Provides service to all resident veterans and their dependents of the state of Oklahoma. Counseling, guidance, information about securing needed medical service. To secure service contact local post or state headquarters.

American Red Cross
323 N.W. 10, Oklahoma City, Oklahoma -
Phone: 232-7121

Service to all counties through local county chapters. Financial assistance is given through the Home Service Department to dependents of active service men in the form of loans or grants in times of financial hardship. Under certain conditions this service is also available to disabled veterans. Counseling and referral services are available to all. Other services include instructions in home nursing, mother and infant care, first aid and water safety, and other community services. Service may be secured by contacting county chapters.

Arthritis and Rheumatism Foundation
1407 N. Phillips, Oklahoma, City, Oklahoma
Phone: 238-8244

Provides for research, clinics, rehabilitation, and drugs. Service available to anyone contracting arthritis and related diseases. For service contact Executive Secretary at above address.

Associated Catholic Charities
425 N.W. 7, Oklahoma City, Oklahoma -
Phone: 232-8514

Directs Catholic charities. Service includes care of dependent, neglected and delinquent children, maternity care, family counseling, and emergency relief. Service may be secured by

contacting local headquarters at the above address.

Association for Mental Health, Inc., Oklahoma
825 N.E. 13, Oklahoma City, Oklahoma -
Phone: 232-1994

Statewide service with chapters existing in some counties. No medical service provided. Services are primarily educational including speakers, free films and literature, guidance, and courses of study. Consultation service in assisting communities organize and promote better mental health resources for mentally ill and the mentally defective. Service secured by contacting the central office at above address.

Atoka County Health Department Guidance Center
(In Guidance Center Region III)
P. O. Box 128, Atoka, Oklahoma - Phone: 889-2116

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or mental retardation.

Baptist Children's Home, Oklahoma
1141 North Robinson, Oklahoma City, Oklahoma -
Phone: 236-4341 or 843-1589

Serves all of the state of Oklahoma. Furnishes home for homeless, neglected, and dependent white children from two to twelve years of age.

Boys Ranch Town furnishes home for homeless, neglected, and dependent boys from nine to fourteen years of age. Service secured by contacting local Baptist minister or other responsible person.

Baptist Good Will Center
2124 Exchange Avenue, Oklahoma City, Oklahoma
Phone: 235-5767

Services of Oklahoma City and surrounding area. Clubs for all ages with spiritual and social training. Clinic for immunization for preschool children. For information or service call or write the center.

Carter County Guidance Clinic
1204 West Main, Ardmore, Oklahoma - Phone: 223-5636

Psychological diagnosis and treatment for families, children and adults who have adjustmental problems. Psychological evaluations of mental retardation and of academic difficulties.

Central State College
Edmond, Oklahoma - Phone: 478-1181

Department of Special Education: Serves all the state of Oklahoma. Primarily concerned with the training of teachers to teach exceptional children but also provides limited psychological testing and consultant service. For information contact the above address.

Central State Community Mental Health Center
P. O. Box 151, Norman, Oklahoma - Phone: 534-4880

Psychiatric Inpatient treatment for the mentally ill. Outpatient services; Day Treatment services; consultation and education; emergency services.

Cerebral Palsy Institute, Oklahoma
P. O. Box 311, Norman, Oklahoma - Phone: 534-4830

Serves all of the state of Oklahoma. Services provided are medical treatment, physical therapy, rehabilitation, psychological service, including guidance and counseling for patients and parents. For information or services contact Institute Headquarters at the above address.

Charities and Corrections, State Department of
Room 108, State Capitol Building,
Oklahoma City, Oklahoma - Phone: 521-2231

Serves all of the state of Oklahoma with no local offices. Services provided are health education including speakers, counseling, guidance, work with county attorneys and judges of juvenile courts, rehabilitation and post-prison service. Anyone who is a ward of the state, county and city governments, dependent and neglected children are eligible for this service. Service may be secured by contacting the state office.

Cheyenne-Arapaho School
Concho, Oklahoma - No phone listed

The area served is all of the state of Oklahoma. Provides educational and medical service to students enrolled in their school. Service is for children of the Cheyenne and Arapaho Indian tribes. Service may be secured by contacting local agencies.

Chickasha Opportunity Workshop & Training Center, Inc.
P. O. Box 706, Borden Park,
Chickasha, Oklahoma - Phone: 224-4936

To provide a rehabilitation facility offering diverse training and evaluation programs coupled with a sheltered work center for both mentally retarded and physically handicapped adolescents and adults. METHODS: The training and evaluation programs include sewing and alteration, homemaking and cafeteria maintenance. Curricula for these programs have been established and carried on by a qualified home economics instructor.

The Training Center provides the intermediate stage of sheltered workshop experience as well as social adjustment.

Children's Convalescent Hospital
S. W. Main & Mueller Streets, P. O. Box 698,
Bethany, Oklahoma - Phone: 789-6711

This agency serves all of the state of Oklahoma. Provides testing and advice about securing needed medical care, hospitalization, rehabilitation, physical and occupational therapy, and school instructions. Their services are for children convalescing from illness after having been hospitalized for a period of time. Information regarding service may be secured from the Oklahoma Commission for Crippled Children.

Child Study Clinic for the Mentally and Physically Handicapped
(formerly: Oklahoma Mental Retardation Training Center)
4818 South Lewis, Tulsa, Oklahoma - Phone: 747-7542 Ext. 53

Diagnosis and evaluation of mentally retarded children and children with neurological impairment but who are not mentally retarded.

Child Study Center, University of Oklahoma Hospital
800 N.E. 13, Oklahoma City, Oklahoma - Phone: 236-1366

Serves all of Oklahoma. Provides complete diagnostic service for children including physical, medical, neurological, psychiatric, psychological, and hospitalization as needed. Counseling and guidance for parents regarding the handicap of child and information for further service. For information or service contact the above address.

Children's Medical Center
4818 Lewis, Tulsa, Oklahoma - Phone: 747-7542

Inpatient and Outpatient medical, psychiatric, psychological and social services; physical, occupational, speech and art therapies for children (and their families) with medical, neurological, speech therapy and emotional problems.

Children's Shelter
5903 N.W. 52nd Street
Oklahoma City, Oklahoma - Phone: 789-4624

Services: Custodial Care

Chilocco Indian School
Chilocco, Oklahoma - Phone: 5001

Service available to persons of Indian blood throughout the entire state of Oklahoma. In addition to educational opportunities, services provided are medical diagnosis, preventive medicine, outpatient care, and hospitalization in the school infirmary. Service may be secured by contacting any area Indian office.

Cleveland County Health Department Guidance Center
641 E. Robinson, P. O. Box 787,
Norman, Oklahoma - Phone: 534-4048

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or mental retardation. Complete speech and language services.

Clinton Indian Hospital
Clinton, Oklahoma - Phone: 884

This agency serves the Cheyenne-Arapaho Indian reservation. Provides medical service such as diagnostic service, laboratory work, counseling, preventive medicine, hospitalization, outpatient service and limited surgical service. Persons must be at least one-fourth Indian to be eligible for the service of this agency. Service secured by contacting the hospital at the above address.

Coal County Health Department Guidance Center
(In Guidance Center Region III)
210 N. Main, Coalgate, Oklahoma - Phone: 927-2366

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or mental retardation.

Comanche County Center for Physically Handicapped
Number 10, East B Street, Lawton, Oklahoma
Phone: 355-5834

Day Care Center for Handicapped Children, Physical thereapy, Speech therapy, Occupational therapy, Pre-School, Kindergarten.

Comanche County Health Department
Regional Guidance Center VI
1010 S. Sheridan Road, Lawton, Oklahoma
Phone: 353-2735

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or with mental retardation. Complete speech, language and audiological services.

Community Guidance Center
525 S.W. 2, Oklahoma City, Oklahoma
Phone: 236-3574

The area served by this agency is Oklahoma County. Psychiatric care for persons unable to pay private rates for

treatment. A plan of payment for a small fee may be worked out with the individual patient. Service may be secured by calling or writing to the above address.

County Commissioners
County Court House of Each County

Service available to residents of each local county. Hospitalization, support, maintenance, surgical, and medical attention. To be eligible for service in any county, a person must have been a resident of the state for one year and a resident of that county for at least six months. Service may be secured by making application directly to the county commissioners.

County Judge
County Court House of Each County

Service available to residents of each local county through this agency. This agency provides medical service, hospitalization, transportation, and health appliances. Application blanks for applying for service available in each county judge's office.

Creek County Health Department Guidance Center
(Central Office) - 1020 East Bryan, P. O. Box 618,
Sapulpa, Oklahoma - Phone: 918-244-5531
(Branch Office) - Whitlock Park, P. O. Box 848,
Drumright, Oklahoma - Phone: 918-352-2700
(Branch Office) - 7th & Spruce, P. O. Box 1073,
Bristow, Oklahoma - Phone: 918-367-2353

Psychological evaluation and counseling for children and families who have emotional, behavioral and learning problems, and mentally retarded children. Complete speech and language services.

Deaconess Hospital
5401 N. Portland Avenue,
Oklahoma City, Oklahoma - Phone: 946-5581

This agency serves all of the state of Oklahoma. Provides medical diagnosis, laboratory service, hospitalization, and surgical service. The Deaconess Hospital is a general hospital, and the

Home of Redeeming Love Department is a home for unmarried mothers. Service may be secured by contacting the hospital at the above address.

Dental Association, Oklahoma State
210 Plaza Court Building,
Oklahoma City, Oklahoma - Phone: 232-5872

The area served is all of the state of Oklahoma. Service provided is primarily educational in nature including special speakers, free literature, and films regarding better dental health for citizens of Oklahoma. Service may be secured by writing or calling the Executive Secretary at the above address.

Eastham Home
121 East Haskell Place
Tulsa, Oklahoma - Phone: 583-3345

Day and night care for retarded and handicapped children.

Emergency Relief Board, Oklahoma
State Capitol Building, Oklahoma City, Oklahoma
Phone: 525-3526

The area served is the state of Oklahoma. Distributes foods donated by the United States Department of Agriculture to schools and institutions in the state. In unemployable cases, cash checks are issued monthly if the parents can qualify. Service may be secured by contacting headquarters at the above address.

Enid State School
2600 Willow, Enid, Oklahoma - Phone: 521-3646

Serves the northern half of the state. Provides medical diagnosis, hospitalization, outpatient clinic, rehabilitation, custodial care for mentally retarded persons, and parent counseling. To be eligible for service, must have psychometric evidence of mental age of less than ten years, proof of minimum residence of one year in state and submit formal application. For information or service contact the above address.

Faith 7 School
1100 North Kennedy, Kickapoo Bypass,
Shawnee, Oklahoma - Phone: 273-6794

Day care and special education for mentally retarded children; Sheltered Workshop.

Family and Children's Service, Inc.
602 S. Cheyenne, Tulsa, Oklahoma - Phone: 589-9471

Counseling and guidance to families and individuals. Foster care of children, Adoption counseling and service to unmarried parents, Counseling to the aged and their families.

Fort Sill Indian School
Lawton, Oklahoma - No phone listed

Provides educational opportunities for certain Indian citizens. No medical service provided at the school. For information or service contact headquarters at the above address.

Garvin County Health Department Guidance Center
(In Guidance Center Region III)
220 N. Chickasaw, P. O. Box 695,
Pauls Valley, Oklahoma - Phone 405-238-2560
P. O. Box 524, Lindsay, Oklahoma - Phone: 405-756-4928

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or mental retardation.

Gatesway Foundation, Inc.,
5250 South Lewis St.,
Tulsa, Oklahoma - Phone 742-6834

Residential care by day, week, month, or full time training and counseling in personal adjustment and work habits, transportation to and from work, school, recreation and church in the community.

Goodwill Industries
410 S. W. 3, Oklahoma City, Oklahoma - Phone: 236-4451

Serves all of the state of Oklahoma. A non-profit welfare agency operated for the benefit of aged and handicapped persons. The handicapped, under supervision and guidance, are rehabilitated through on-the-job training to enter the open labor market. Placement and follow-up are a part of the program. For information or service contact the above address.

Grady County Health Department Guidance Center
(In Regional Guidance Center VI)
Westminister & 22nd St., P. O. Box 227,
Chickasha, Oklahoma - Phone: 224-2022

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or mental retardation, Complete speech and language services.

Heart Association, Oklahoma State
825 N. E. 13, Oklahoma City, Oklahoma
Phone: 236-5534

The area served is all of the state of Oklahoma. Service provided includes advice regarding clinics, methods of referral, diagnostic evaluation, and parent education. A directory of heart clinics is available upon request. Service may be secured by calling or writing to the Association at state headquarters at the above address.

H. O. W., Inc.
(Handicapped Opportunity Workshop, Inc.)
120 East 10th Street, Tulsa, Oklahoma
Phone: 584-7896

Training, Rehabilitation, Occupational, Personal Adjustment, Psycho-Social, Work Orientation.

Indian Hospital, U. S.
Claremore, Oklahoma - Phone 69

Serves all of Oklahoma Indian tribes. Service provided

includes medical diagnosis, laboratory service, counseling, preventive medicine, Hospitalization, outpatient service, and surgery. Service available to indigent Indians (½ or more Indian blood) only. Service may be secured by contacting headquarters.

Jackson County Health Department and Guidance Center
201 South Lee, Altus, Oklahoma - Phone: 482-7308

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or with mental retardation.

Jane Brooks Foundation
Oklahoma College of Liberal Arts
Chickasha, Oklahoma - Phone: 3595 or 3140

The area served is the state of Oklahoma and Midwest. This is a boarding and day school for deaf children providing oral education, speech, and visual hearing. This agency accepts children at the age of 2½ years and offers work through junior high school. Provides counseling service and parent education. Information regarding service may be secured by contacting the director of the Foundation at the above address.

Bi-State Comprehensive Mental Health Center
P. O. Box 951, Ponca City, Oklahoma
Phone: 762-6627

Psychiatric outpatient services, complete speech, language and audiological services.

Kiowa Indian Hospital
2 miles North on Highway 277
Lawton, Oklahoma - No Phone listed

The area served is all the state of Oklahoma. Provides medical diagnosis, laboratory service, preventive medicine, hospitalization, outpatient service, surgery, and physical therapy. Service may be secured by contacting headquarters at the above address.

Lakeside Home
3333 E. Mohawk Blvd.,
Tulsa, Oklahoma - Phone: 345-5551

Psychological Services, Special Education classes for all children, Shop, home economics, woodworking, gym facilities available, social work and juvenile court counselor services.

Low Vision Clinic, University of Oklahoma Hospital
800 N.E. 13, Oklahoma City, Oklahoma - Phone: 236-1366

Serves all of Oklahoma. Provides medical examination, diagnosis, surgery, and fitting of optical aids for persons with sub-normal vision. Information about service and methods for making appointments for clients may be secured by writing Department of Public Welfare, Sequoyah Building, Oklahoma City, Oklahoma.

McCall's Chapel School, Inc.
R.R. No. 2, Allen, Oklahoma - Phone: 857-2663

Residential and day school for educable and trainable mentally retarded. Educable class is accredited. Academic program according to ability. Workshop classes in simple crafts. Recreation and church in community. Gym facilities.

Maybee Clinics
University of Tulsa, 7th & Florence Streets
Tulsa 4, Oklahoma - No Phone listed

The area served is the eastern half of the State of Oklahoma. Provides diagnostic evaluation, counseling, parent education, hearing aid fitting, speech and lip-reading instruction, pre-school deaf nursery, rehabilitation of speech and language problems of those with cleft palate, cerebral palsy, deaf, stuttering, articulation, asphasia, and vocal problems. The reading clinic provides diagnostic evaluation and remedial help for children with reading problems. The cost is adjusted to ability to pay with no charges to the indigent. Service may be secured by calling or writing the director of the Speech, Hearing and Reading Clinic at the above address.

Medical Association, Oklahoma State
601 N.W. Expressway, Oklahoma City, Oklahoma
Phone: 842-3361

The area served by this agency is statewide. Service is primarily health education including speakers, films, literature, exhibits, and other information regarding the profession of medicine and such related fields as nursing and medical technicians. Service may be secured by communicating directly with state headquarters at the above address.

Murray County Health Department Guidance Center
(In Guidance Center Region III)
Arbuckle Memorial Hospital, P. O. Box 128
Sulphur, Oklahoma - Phone: 622-3716

Psychological Evaluation and counseling for children and families with emotional, behavioral and learning problems or mental retardation.

Medical Research Foundation, Oklahoma
825 N.E. 13, Oklahoma City, Oklahoma
Phone: 235-8331

The area served is Oklahoma and neighboring states. This is a research hospital which receives patients for study because of diseased conditions being studied. Referrals are made by local physicians. Some diseases currently being studied are lukemia, multiple sclerosis, certain types of cancer, and bone diseases. To secure service have your family physician contact headquarters at the above address.

Methodist Home, Oklahoma
P. O. Box 179, Tahlequah, Oklahoma - No Phone Listed

The area served is all of the state of Oklahoma. Provides residential care for needy children in the state of Oklahoma. This includes medical and educational services for such children. Service may be secured by contacting may Methodist minister or local Methodist group or by contacting headquarters at the above address.

Muskogee County Health Department
(Regional Guidance Center II)
519 South 3rd, Muskogee, Oklahoma - Phone: 687-4456

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or with mental retardation. Complete speech and language services.

New Hope Villa School
P. O. Box 695, Bristow, Oklahoma - Phone: 367-2183

Day School - hours 9-2 — for trainable children.

Norman Day Care Center for Handicapped Children
Speech and Hearing Clinic, University of Oklahoma,
Norman, Oklahoma 73069

Day school services in the a.m. for children under 12 years with physical and mental handicaps, cerebral palsy or other congenital defects. Certified Special Education Teacher. Volunteer assistants. Complete speech and hearing evaluation. Speech therapy by Oklahoma University Speech and Hearing Clinic.

Northwestern State College
Tahlequah, Oklahoma - Phone: 456-5511

Speech and Hearing Clinic: Service to residents of the northeastern section of the state and students enrolled in the college. Services include an extensive training program for clinical speech therapists and speech correction teachers, also audiometric testing, lip and speech reading, speech correction for voice and articulatory disorders, evaluation of individuals for needed hearing aids, psychological testing and counseling services. For information or service contact the Director of the clinic at the above address.

Northwest Oklahoma Guidance Center,
Woodward County Health Department
1009 9th Street, Woodward, Oklahoma, 73801
Phone: 254-4872

Psychiatric outpatient services, psychological testing,

marriage counseling, psychiatric services to any chronically ill person who is ambulatory, and play therapy for children.

Oklahoma Psychological and Educational Center
1113 N.W. 50th, Oklahoma City, Oklahoma - Phone: 842-4435

A private agency providing therapy for speech, voice and language disorders, auditory, language and lip reading training, psychological testing (intelligence, aptitude and achievement), remedial reading and tutoring in other academic areas, counseling service for parents and children. Professional trained staff to provide service in all these areas. For information or service call or write Dr. John Boland, Director, at the above address.

Oklahoma City-County Health Department
Bethany Guidance Center
3644 S.E. 15th, Oklahoma City, Oklahoma 73115
Phone: 789-9066

(1) Diagnostic testing of Children to ascertain the presence or absence of emotional, behavioral, learning, and intellectual problems. Mentally retarded children would be included in this category. (2) Counseling with children and their parents to help alleviate these problems. (3) Providing current state and local referral information for problems not handled at the Center, such as speech therapy, day-school care for retardates, etc.

Oklahoma City-County Health Department
Edmond Guidance Center
10 South Boulevard
Edmond, Oklahoma 73034 - Phone: 341-6120

Psychological evaluation and counseling for children and families with emotional, behavioral, and learning problems, or mental retardation.

Oklahoma City-County Health Department
Southeast Communities Guidance Center
3216 Tinker Diagonal, Suite A,
Oklahoma City, Oklahoma 73115 - Phone: 677-5832

Diagnostic testing of children to ascertain the presence of

absence of emotional, behavioral, learning, and intellectual problems. Mental retardates would be included. Counseling with children and parents to better equip them to cope with their problems. Providing current State and local referral information for problems not handled at the Center, such as speech therapy, day school care, etc. Community mental health education providing public lectures and discussions concerning child development, inter-personal understanding, and mental health programs at the community level.

Oklahoma County Council for Mentally Retarded Children
2501 Meek Drive, Oklahoma City, Oklahoma - Phone: 946-4489

Serves Oklahoma County - a voluntary agency to develop facilities, to improve the care, the understanding, the education, and training for mentally retarded children. This agency includes Dale Rogers School located at 2501 Meek Drive, Oklahoma City, and Sheltered Workshop at the same address. The Dale Rogers School provides educational opportunities for retarded children to prepare them for entrance in the special education classes of the public school. Sheltered Workshop is a vocational training center to teach manual skills to retarded children above 14 years of age.

Our Lady of Victory Home
7001 N.W. 36, Bethany, Oklahoma - Phone: 949-4313

The area served is the state of Oklahoma and neighboring states. Provides medical service including hospitalization and rehabilitation for unmarried mothers. Also provides health education in the form of free literature, guidance and counseling. Service may be secured by contacting headquarters at the above address.

Pauls Valley State School
Box 609, Pauls Valley, Oklahoma - Phone: 1640

The area served is the thirty-five southern counties of the state. Provides medical diagnosis, psychological evaluation, and hospitalization. Those eligible for service are members of either sex of any age who are legal residents of the state of Oklahoma whose mental age is less than 10 years as indicated by psychological evaluation. Service may be secured by applying directly to the school. No court review is necessary.

Pawnee Indian School
Pawnee, Oklahoma - Phone: 26

Service is for all Indians of the state of Oklahoma. Provides medical diagnosis, advice about securing medical care, laboratory service, surgery, preventive medicine, hospitalization and outpatient service. The above services are free to enrolled students in the school. Educational service includes complete school facilities to high school, counseling, and career guidance. Service may be secured by contacting headquarters.

Payne County Council for Mentally Retarded Children
P. O. Box 136, Stillwater, Oklahoma 74074
Phone: 372-6211, Ext. 7259

Provides a Pre-School Center for retarded children and other community services.

Payne County Health Department Guidance Center
7th & Walnut, P. O. Box 471,
Stillwater, Oklahoma - Phone: 372-1721

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or mental retardation. Complete speech and language services.

Pittsburg County Health Department, Regional Guidance Center I
Third & Chadick Park, McAlester, Oklahoma 74501
Phone: 423-1267

Psychological evaluation and counseling for children and families who have emotional, behavioral and learning problems, and mentally retarded children. Complete speech, language and audiological services.

Poison Information Center
(University of Oklahoma School of Medicine)
3400 N. Eastern, Oklahoma City, Oklahoma
Phone: 427-6232

The service of this agency is available to all residents of the state of Oklahoma. Assembles and disseminates information relative to the careful storing of poisonous substance and the

diagnosis and treatment of poisoning. Also provides educational service which includes instructional information designed to reduce the many cases of accidental poisoning among school age children and adults. Service may be secured by contacting the above address.

Pontotoc County Health Department
Regional Guidance Center III
106 E. 13th Street
Ada, Oklahoma 74820 - Phone: 332-2011

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or with mental retardation.

Pottawatomie County Health Department
Regional Guidance Center V
P. O. Box 1487
Shawnee, Oklahoma 74801 - Phone: 273-2157

Psychological evaluation and counseling for children and families with emotional, behavorial and learning problems or with mental retardation. Complete speech and language services.

Rogers County Health Department Guidance Center
Claremore Health Center
108 Blue Starr Drive, Claremore, Oklahoma 74017
Phone: 763-3166

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or with mental retardation.

Safety Council, Oklahoma
1600 N.W. 23, Oklahoma City, Oklahoma
Phone: 524-2219

Serves all residents of the state of Oklahoma. Provides educational and promotional service aimed at preventing accidents. Literature and organizational know-how in assisting in the organizing of local safety council. Service may be secured by calling or writing the above address.

St. Joseph's Home
3301 N. Eastern,
Oklahoma City, Oklahoma - Phone: 424-2533

This service of this agency is available to all Catholics of the state of Oklahoma. Provides residential, educational, and medical service and care to dependent and neglected children ages 3 to 12. Children may remain until completion of the 8th grade or until 14 years of age. Service or information may be secured from any Roman Catholic Church or by contacing headquarters at the above address.

School for the Blind, Oklahoma
3/4 mile east of town on Gibson Street
Muskogee, Oklahoma - Phone: 2-5111

Services available to any resident of the state of Oklahoma. This is a residential school that provides educational opportunities at both the elementary and high school level for blind children. In addition to educational service for blind children, counseling for parents and limited medical service to students enrolled are provided.

Seminole County Health Department Guidance Center
(In Guidance Center Region V)
Market Square Building, Seminole, Oklahoma 74868
Phone: 382-4369

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or with mental retardation.

Society for Crippled Children
722 N.W. 30th
Oklahoma City, Oklahoma - Phone: 525-5542

The area served is state-wide. A voluntary agency working in behalf of all types of physically handicapped children. Supplements the services of other organizations giving aid to handicapped children. For service or information contact headquarters at above address.

Speech and Hearing Clinic, University of Oklahoma
800 N.E. 13th, Oklahoma City, Oklahoma - Phone 236-1366

Serves all residents of Oklahoma. Services include speech and hearing rehabilitation to both children and adults. For information or service contact the above address.

State Department of Education
Children's Memorial Hospital School
800 N.E. 13th, Oklahoma City, Oklahoma
Phone: 236-1366, Ext. 493

Service available to school age children who are hospitalized in Children's Memorial Hospital. Classroom instruction for children, grades 1 to 12, who are physically able to come or be brought to class. For children unable to attend the classroom, bedside teaching is available upon request. Complete library service is also available. For information or service contact the school at the above address.

State Department of Education, Division of Health
Physical Education and Safety
State Capitol Building
Oklahoma City, Oklahoma - Phone: 521-3357

Serves all the public schools of the state through county superintendent or local school superintendent. This agency provides health education in the form of guidance, counseling, assistance in organizing programs, special speakers, curriculum advice, etc. Service may be secured by contacting state office or office of county superintendent.

State Department of Education
Special Education Section
State Capitol Building, Oklahoma City, Oklahoma
Phone: 521-3351

Service provided for all public schools of Oklahoma. Supervision and consultant service to schools operating or desiring to establish program for exceptional children. This service includes programs for children with speech defects, classes for deaf and hard-of-hearing, blind and partially seeing, physically handicapped,

educable mentally handicapped, trainable mentally retarded, emotionally disturbed, homebound teaching, school-to-home telephone teaching, services to assist handicapped children attend regular classroom, and transportation for transferred handicapped children to attend special schools or classes. Financial assistance is provided to help pay the cost of operating any or all of the above listed services. For service or information contact the Director of Special Education at the above address.

State Department of Education, School Lunch Division
State Capitol Building, Oklahoma, City, Oklahoma
Phone: 521-3327

Serves all public schools of Oklahoma. Gives practical help to schools regarding lunch programs. Workshops held in cooperation with state colleges and universities - per meal reimbursement to schools under the National School Lunch Program. Reimbursement paid for the special School Milk Program. For information or service contact the above address.

State Department of Education,
Vocational Home Economics Education
4100 Lincoln, Malco Building
Oklahoma City, Oklahoma - Phone: 521-3305

Service available to all public schools in Oklahoma. Consultant service to schools in ways of teaching health with homemaking. For service contact the above address.

State Department of Health
3400 North Eastern
Oklahoma City, Oklahoma - Phone: 427-6561

Serves all of Oklahoma with county health departments in most counties. Provides laboratory service, aid for better sanitation and immunization. In addition, health education service is available in the form of films, special speakers, health education workshops, and free literature. For service contact local county health department or the central office at the above address.

State School for the Deaf
10th & Tahlequah Streets
Sulphur, Oklahoma - Phone: 286

Service provided for all eligible residents of Oklahoma. A residential school for deaf and partially hearing children. Child must be educable and between 4½ and 21 years of age. For information contact the school at the above address.

State Veterans Department, War Veterans Commission
Historical Building, Oklahoma City, Oklahoma - Phone: 521-3684

Service available to all honorably discharged disabled veterans and their dependents. Administers child welfare assistance funds for destitute minor dependents of war veterans. For assistance contact service officer of any local veterans organization or contact state office at the above address.

Stephens County Health Department Guidance Center
(In Guidance Center Region VI)
1400 Bois d'arc, Box 308
Duncan, Oklahoma 73533 - Phone: 255-3033

Psychological evaluation and counseling for children and families with emotional, behavorial and learning problems or mental retardation. Complete speech and language services.

Sunbeam Home and Family Service
616 N.W. 21, Oklahoma City, Oklahoma - Phone: 528-7721

Service available to residents of Oklahoma county. Family counseling, marriage counseling, institutional care for children, foster home placement, and day care center for children ages 3 to 10 years. For service contact the above address.

Taft State Hospital
Taft, Oklahoma 74463 - Phone: 687-4436

Psychiatric inpatient treatment for the mentally ill. Outpatient treatment for discharged patients in area served.

State Department of Labor
State Capitol Building
Oklahoma City, Oklahoma - Phone: 521-2461

Service available to all residents of the state of Oklahoma. Inforces protective labor laws of the state, maintains three divisions: (1) factory (safety) inspection, (2) boiler inspection, and (3) women and children in industry. Service may be secured by contacting the above address.

State Department of Mental Health
State Capitol Building
Oklahoma City, Oklahoma - Phone: 521-2151

Service available to all residents of Oklahoma. Control of mental hospitals and institutions for retarded children, medical diagnosis, hospitalization, outpatient treatment, and health education service. Service available in: Central State Hospital, Enid State School, Pauls Valley State School and Taft State Hospital. Service may be secured by contacting any of the above institutions or the central office at the above address.

State Department of Public Safety
3600 N. Eastern
Oklahoma City, Oklahoma - Phone: 424-4011

Service is statewide with district and regional offices. Service includes safety education for safe driving, trained officers participate in safety education programs, and assistance in emergencies and disasters. Service may be secured by contacting the above address or by contacting the Highway Patrol through Local Police Department.

State Department of Public Welfare
Capitol Office Building
Oklahoma City, Oklahoma - Phone: 521-3374

Serves all of the state through county offices. Hospitalization for children, medical and surgical service, and counseling with families. For information or service contact the above address.

Talihina Medical Center (Indian Hospital)
Talihina, Oklahoma - Phone: 58 and 175

Service available to the five Indian tribes. Service includes medical diagnosis, surgery, hospitalization, out-patient care, physical therapy, and rehabilitation. In addition opportunities for study in grade and high school are available to hospitalized persons. For information or service contact the above address.

The Golden Door (Nursery for Mentally Retarded Children)
601 E. Rickenbacker, Midwest City, Oklahoma 73110

Nursery for mentally retarded children. Open each Wednesday morning - 9:30 until 12:00, pre-school activities offered.

The Hissom Memori.. Center
Sand Springs, Oklahoma - Phone: 245-5911

Institutional care of mentally retarded children.

The Psychological Clinic
Building 31, South Campus,University of Oklahoma
Norman, Oklahoma 73069
Phone: 536-0900, Ext. 2443

Psychological testing and evaluation, children and adults. Personal counseling, children and adults.

Tipton Home, The
Tipton, Oklahoma - Phone: 121

Serves all of Oklahoma. Provides medical and hospital service, educational opportunities, and vocational training. Available to children declared needy by court. For information or service contact local welfare agency, public health department or church.

Tulsa Children's Medical Center
4818 South Lewis, Tulsa, Oklahoma - Phone: 747-7542

This center includes Children's Hospital, Child Guidance

Clinic, Mental Retardation Training Center, and Sunnyside School for Retarded Children. These agencies serve the northeast section of Oklahoma.

1. Children's Hospital - provides all medical, nursing, and other care for children including inpatient care for psychiatrically ill and emotionally disturbed children.

2. Child Guidance Clinic - a clinic for diagnostic study and treatment for children, up to 18 years of age, who have emotional problems and other problems of adjustment. In addition the clinic offers consultation service to parents, physicians, and schools about individual cases.

3. Mental Retardation Training Center - primary purpose of the center is to offer post graduate training for physicians, psychologists, social workers, teachers, and other allied personnel in all aspects of mental retardation. In addition the center assists in organizing facilities for helping children, their parents, and others who work with them.

4. Sunnyside School for Retarded Children - The school provides training and social experiences for children not accepted in the special classes of the Tulsa Public Schools and gives guidance and counseling for parents of these children. For information regarding service call or write the above address.

Tulsa Education Foundation, Inc.
1515 South Quaker, Tulsa, Oklahoma 74120
Phone: 583-2328

Special education for children with learning problems which have prevented satisfactory progress in normal classroom situations.

Tulsa Association for the Blind
5410 East Admiral Boulevard,
Tulsa, Oklahoma - Phone: 835-6565

Serves Tulsa and surrounding area. Provides employment for blind and other handicapped persons in its broom factory. Any handicapped person is eligible to apply. Hiring is usually done through Vocational Rehabilitation, but application can be made directly to the manager.

Tulsa Boys' Home
729 South Quincy, Tulsa, Oklahoma
Phone: 585-1596

Serves Tulsa county - provides home for boys age 10 to 16 years from broken homes, sons of widowed mothers who are forced to work, and for those with severe behavior difficulties that may lead to delinquency. For service contact the case worker or superintendent at the above address.

Tulsa Cerebral Palsy Association, Inc.
P. O. Box 7326, Tulsa, Oklahoma - Phone: 447-5985

Serves Tulsa and surrounding area. Provides community education regarding cerebral palsy. Supports pre-school nursery for physically handicapped children, assists in providing recreation and vocational training for the physically handicapped. For information or application for assistance, contact Children's Medical Center, 4900 South Lewis, Tulsa, Oklahoma.

Tulsa County Council for Mentally Retarded Children
Tulsa, Oklahoma - Phone: 939-5075

Serves Tulsa and surrounding area - an organization of parents whose purpose is to improve the welfare of mentally retarded children and give guidance to parents of retarded children. For information contact the above address.

Tulsa Hearing Society
3710 South Xanthus,
Tulsa, Oklahoma - Phone: 742-6876

Serves Tulsa and surrounding area. Service includes a testing program to determine the hearing ability of children and adults. Lip reading classes for adults. A nursery education program for deaf children, ages 2½ to 4. Also community education provided by special speakers. For information contact Children's Medical Center, 4900 South Lewis, Tulsa, Oklahoma.

Tulsa Recreation Center for the Physically Limited
1615 East 12, Tulsa, Oklahoma - Phone: 584-8607

Sponsored by National Council of Jewish Women - serves

Tulsa and vicinity - provides recreational program for all physically handicapped over six years of age. Social center, program of ceramics, leather work, oil painting, and other crafts. For information call, write, or visit the above address.

Tuberculosis Association, Oklahoma
2442 North Walnut, Oklahoma City, Oklahoma
Phone: 232-9029

Serves all the state through local and county chapters. Provides medical diagnosis, chest X-Ray program, counseling and guidance regarding medical service. Education program includes special speakers, films, literature, etc. For service contact headquarters at the above address.

United Cerebral Palsy of Greater
Oklahoma City Development Center
3701 S.W. 29th Street
Oklahoma City, Oklahoma 73119 - Phone: 681-5363

Day care for children who cannot attend school, Development Center and activities of daily living. Speech therapy services are sponsored by U.C.P. Sheltered Workshop and work activity offered to handicapped adults includes adjustment training, pre-vocational evaluation and training, pre-vocational evaluation and training and guidance services, recreation.

Cerebral Palsy parent groups meet monthly with speakers and counseling sessions.

University of Oklahoma
Norman, Oklahoma - Phone: 325-2111

1. Department of Special Education - serves all of Oklahoma - trains teachers to teach exceptional children, psychological evaluation of children, counseling and guidance for parents. For information contact the Director of Special Education at the above address.

2. Remedial Reading Clinic - serves all of Oklahoma - testing and diagnosis of children with reading problems. Remedial reading instructions for children and adults. For information contact the Director of the Reading Clinic at the above address.

University of Oklahoma Hospital
800 N.E. 13, Oklahoma City, Oklahoma - Phone: 236-1366

Includes Children's Memorial Hospital. Serves all of the state. Provides all medical services including hospitalization, surgery, preventive, physical therapy, out-patient service, etc. For information call or write the hospital.

Veterans Administration (Regional Office)
Muskogee, Oklahoma - Phone: 235-2644

Serves all the state of Oklahoma with nine branch offices located in major cities throughout the state. Service to honorably discharged veterans of World War I, World War II, and Korean Conflict or their dependents. Medical care, counseling for securing needed services, outpatient treatment, pensions, and death payments to dependents, assistance in securing GI loans, education and training under the GI Bill, including the War Orphans Education Assistance Program. For information or service contact any Veterans Administration Office.

Wagon Wheel School, Inc.
McCloud, Oklahoma 74851 - Phone: 964-3520

Boarding school for children with average or high I.Q.'s who are retarded educationally because of an emotional problem.

Western Oklahoma Tuberculosis Sanatorium
Clinton, Oklahoma - Phone: 1003

Serves all of the state. Provides medical diagnosis, hospitalization, outpatient treatment, and information about treatment and rehabilitation. To secure service contact local physician or write the hospital Superintendent at the above address.

Whitaker State Home
Box DD, Pryor, Oklahoma

Serves all of the state. Provides home and medical care for orphaned, abandoned, or neglected children. Educational opportunities provided through Pryor Public Schools. Commitment made by County Court.

CHAPTER IV

THE INTERMEDIATE PROGRAM

The first week is a very important part of the school year. Good work habits and relationships established at this time will help children to like school, enjoy learning, and be glad they are in your room.

The classroom is the "working home" for the children all day. Children work best in a friendly atmosphere. Remember pleasant surroundings are morale builders and stimulate learning.

The teacher can make the classroom attractive by:

1. Arranging desks in groups or work centers
2. Providing a reading table with books of many levels and lots of pictures
3. Displaying pictures
4. Providing a science table
5. Using bright colors to mount pictures on bulletin boards
6. Arranging cut flowers on tables or growing plants attractively placed about the room.
7. Providing curtains for windows
8. Providing a game center
9. Putting supplies and text books neatly in place for use

The teacher can do much toward planning a successful program prior to enrollment. The principal will have a list of most of the students to be placed in the special class, although many students are tested and recommended for special classes after the school term begins.

The teacher can:

1. Check and study cumulative records of each student to determine the mental age – this will help in selecting materials and books for each level
2. Plan a daily program – become acquainted with recess and lunch time
3. Organize materials and teaching aids, check out books from library – have materials and supplies ready for immediate use
4. Collect materials and tests of different levels to use when determining level of work for grouping
5. Become acquainted with building routine and each teacher's responsibility on playground, lunch room, know the time of faculty meetings
6. Check time and meeting place for student organizations such as Junior Red Cross, Safety Council, Junior Police

The teacher can promote a relaxed, friendly, classroom program by:

1. Greeting children warmly when they enter the room

2. Letting children know you are their friend by your eyes. voice, words, and frequent smiles
3. Taking time to praise, to show kindness, and to listen
4. Recognizing each child as an individual, providing many levels of work so that each child can experience success each day
5. Giving each child something to call his own -- a desk, crayons, books, etc.
6. Checking each day (the first week) to see that each child knows the way home
7. Supplying tags as children enter room -- calling a child by his name makes him more comfortable
8. Following routine, setting up a program for collecting lunch money, keeping attendance records, opening exercise, beginning class work, having show and tell time -- a good routine sometimes saves time and encourages good working habits -- plan daily activities with students, writing plans to be followed on the board
9. Making assignments clear, letting students ask questions. providing work time, checking work with students
10. Providing a generous amount of time for students to move around the room or relax -- periods of hard concentration should be short -- over-fatigue should be avoided
11. Allowing each child a chance to share and to be part of the group by being a monitor or doing a room job (change often)
12. Avoiding the use of don'ts -- make positive rules and suggestions
13. Evaluating the day's work by discussing what each child liked to do best, how he had fun, what he learned, or what he would like to do again
14. Giving students something to look forward to by planning for tomorrow (not in detail), suggesting activities such as perhaps tomorrow we will see a film -- would you like to see a film tomorrow – tomorrow when you come to school we will read a new book

HEALTH AND SAFETY

Many materials applicable to the normal child can be used effectively in teaching health and safety to the elementary educable mentally handicapped child, for the goals of health and safety are essentially the same for all children although levels of attainment may vary. Emphasis should be placed on functional outcomes. Changing conditions of living make it necessary to adapt many activities to help the child understand that health and

safety measures are ways of thinking and living. We must think in terms of a child's total development and adjustment.

The teaching of health and safety is associated with situations which pupils meet in their daily lives in school, home and community. Much of the instruction will occur at the time situations arise although the teacher must be alert to anticipate many situations before they develop.

Health and safety must be considered in every phase of learning. A cumulative health record developed by the teacher, school nurse, physician, and psychologist is a must. The teacher must observe the child daily for signs of fatigue and illness.

The material below includes aims and activities for maintaining good physical and mental health. Activities must be developmental in order that good mental and physical health, and good safety habits are established.

I. Objectives of the Health and Safety Program
   - A. Establish desirable habits and principles of living to conserve and improve physical health.
   - B. Establish the desire for each pupil to live up to his finest potentialities by accepting responsibility, acquiring a sense of value, and being a happy, useful individual.
   - C. Learn and practice good habits of safe living to conserve and protect life and help others.

II. Experience Areas
   - A. Health Accomplishments
     1. Cleanliness and Personal Care
        - a. Habits of cleanliness
        - b. Habits of good grooming
        - c. Habits of good posture
        - d. Habits of good manners
        - e. Cleanliness in the home, school, and community
        - f. Proper rest
        - g. Proper use of leisure time
        - h. Stress use of and need for the use of handkerchiefs or tissues
     2. The Body and Its Care and Functions
        - a. The need for proper diet
        - b. The need for cleanliness
        - c. The need for rest and activity
        - d. The need for health service -- doctor, dentist, nurse, vaccinations, etc.
        - e. Parts of the body and their functions
     3. The Foods We Eat
        - a. The need for balanced diet
        - b. Care, preparation, and preservation of food

c. Need for milk
d. Why we need an adequate diet
e. Why food should not be wasted

4. Clothing and Seasonal Dress
   a. Clothing changes to fit the weather
   b. Awareness of the need to change to aid cleanliness
   c. Proper care of clothing -- home and school
5. Health Services
   a. School health services -- nurse, doctor, psychologist
   b. Community health services

B. Safety
1. Home
   a. Proper care and use of toys
   b. Use and care of electrical appliances
   c. Proper care and training for the kitchen
   d. Proper care and use of medicine and poisons
   e. Awareness of fire hazards
   f. Awareness of accident areas – stairs, etc.
   g. What to do in case of emergency -- phone number of police, fire department, ambulance, doctor, school, parents' work, etc.
   h. Proper use of television and radio
2. School
   a. Proper conduct in classroom and halls
   b. Hazards within the classroom -- electrical outlets, scissors, stairs, windows, lights
   c. Proper care and use of playground equipment
   d. Proper conduct on playground -- concern for others
   e. Understand the need for and practice of fire drills
   f. Understand the need for and their responsibility toward the Junior Police
   g. Understand the need for and practice of security drills
   h. Understand and obey school policies and rules that pertain to school safety
   i. Participation in playground clean up of broken bottles, glass, nails, other hazards
3. Community
   a. Familiarity with traffic signals -- signs, crosswalks
   b. Understand the need for and practice bicycle safety

c. Proper conduct on school bus or city bus, proper entrance and exit
d. Proper conduct in cars
e. Inform children of the danger of accepting ride from strangers
f. Caution against playing with strange animals
g. Understand rules of safe swimming
h. Discuss vacation safety -- camping, exposure, boating
i. Practice safety within community play areas
j. Need for proper conduct in public buildings

HEALTH AND SAFETY UNIT

PERSONAL, SCHOOL, HOME, AND COMMUNITY

I. Purpose

To encourage children to realize the importance of maintaining good health

II. Approach

At the beginning of the school term many children have new clothes. They are usually very proud of these and this pride should be built upon through a unit of cleanliness. Many positive attitudes can be developed which will carry throughout the school year and from school to home.

III. Areas for development include
A. Personal
1. Come to school well-nourished by eating at least one food from each of the "Basic Seven Foods" every day.
2. Come to school rested by going to bed at a regular hour each night.
3. Get up early enough to --
a. Go to the toilet
b. Wash himself
c. Dress in clean clothing
d. Brush and comb hair
e. Eat a warm, well-selected, unhurried breakfast
f. Brush teeth
g. Put on outer clothes suitable to the weather
h. Arrive at school on time
i. Develop a cheerful, alert attitude
B. School
1. How to use school bathroom and drinking facilities

a. Wash hands after using toilet
b. Do not touch drinking fountain with mouth
c. Wash hands before eating
d. Place paper towels in waste basket

2. Reporting to the teacher at the first signs of illness
3. Accepting one's responsibilities at paint centers and general clean-up
4. Listening while others are speaking
5. Proper care of wraps
6. Proper use of handkerchief or paper tissues
7. Keep toys and play equipment away from the mouth
8. Relax at rest-time
9. How to avoid cold and disease germs
10. Cafeteria manners and eating habits
    a. Wash hands
    b. Talk quietly
    c. Use care to avoid accidents
    d. Caution children against eating or drinking after others
11. Teach cooperation with school nurse and doctor

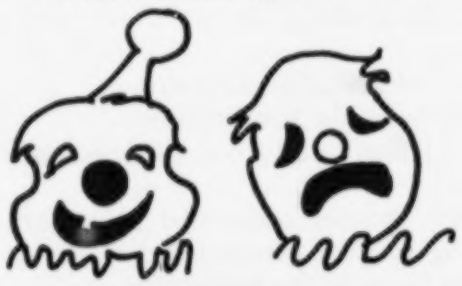
C. Home
1. Clean up your room
2. Keep toys off stairways, driveways, streets
3. Teach "Everything in its place and a place for everything"
4. Cheerful, clean table manners
5. Set a regular hour for bedtime
6. Work and play safely out of doors in fresh air and sunshine
7. Avoid late movies, radio and TV programs
8. Proper light while reading and working
9. Have a safe place for medicines
    a. Home first-aid kit
    b. Plainly marked bottles
    c. Locked cabinet for poisons
10. Regular health and dental examinations
11. Know how and when to call the doctor

D. Community
1. How to keep a community healthy
    a. Avoid communicable diseases
    b. How to prevent the spread of disease
2. Proper use of community facilities
3. Be familiar with city and county health services

E. Activities
1. Study of Basic Seven Foods

a. Collect magazine pictures of foods and classify into seven groups
b. Use pictures to develop good menus
c. Visit school cafeteria to see care and preparation of food

2. Study of time
   a. Time to go to bed in order to get 11 hours of sleep
   b. Time to get up in order to have sufficient time to prepare for school
   c. The best hours to spend out of doors
   d. Learn time when school begins and dismisses
   e. Paper plate clock for each child to use
   f. Check chart to encourage children to learn to tell time
3. Height and weight chart can be kept throughout school year to show changes
4. Have class discussion and list ways to stay happy
5. A comparative chart of happy and sad experiences on oak tag, using drawings or magazine pictures
6. Use flannelboard for clown face with removable expressions
   Use happy and unhappy features
   Drama masks can also be used here



7. Nursery Rhymes and poems that express feelings of gladness and sadness
8. Practice greetings and use of voice to convey cheerfulness and friendliness, particularly on the telephone
9. Stick puppets to illustrate family life
10. Tour of building to familiarize students with location and use of facilities
11. Explain cost of equipment and maintenance
12. Encourage children to help the custodian by cleaning up their own classroom.
13. Have a general pick-up and clean-up at the end of each day

14. Demonstrations of proper use and care of play equipment
15. The use of rhythms and songs to create moods and express feelings
16. Read "*Have a Happy Measle,*" and do drawings of real and imaginary illnesses
17. Read a story to show how germs are brought into the body
18. Make charts showing symptoms of illness and how to care for them
19. Acquaint students with proper clothing care
20. Make tape name tags for galoshes and rubber coats.
21. Use colored clothespins to fasten galoshes together
22. Make name tags for a hanger for each child
23. Decorate a shoe box and keep filled with toilet tissue or paper handkerchiefs for children's use
24. Discuss and select suitable music to be used at rest time
25. Posters showing right and wrong way to behave in cafeteria
26. Invite school nurse to talk with children
27. Demonstration of how to read or work at home and school
    a. Shadow from improper lighting
    b. Good and bad posture--pipe cleaner people to show back bone and spinal slump
28. Make a First Aid Box to be filled at home
29. Make labels for medicine bottles, use sandpaper to label poisons -- this will be rough to the touch.
30. Firemen give First Aid demonstration
31. Each child learn the name and telephone number of his family doctor
32. Collect newspaper articles on public health
33. Keep records of vaccinations, inoculations, and visits to doctor and dentist
34. Learn to recognize and spell words taken from unit, such as poison, Dr., Doctor, medicine, tissue, disease, cold, germs, ill, prevent, nurse, cafeteria, sleep, rest, safety, safe, handkerchief, work, play, manners, clean, outdoors, adequate

IV. Culmination and Evaluation

Party with each child dressing as a health or safety rule – they could parade up and down the hall or through the other classrooms each carrying a poster telling about his rule

Each student tells something he has learned from the unit

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PHYSICAL EDUCATION

I. Introduction†

The broad area of physical activities represents an area of great need, since so many of the retarded have little opportunity to participate in vigorous activity. In many cases an individual's lack of response to other phases of an organized program is due to his great need for exercise, movement, and activity. Regular vigorous activity is essential. Because of the importance of exercise, and the great variety of activities available, a large portion of the recreation program for the retarded can be devoted to physical activities. Physical activities are adaptable and flexible and have great potential for helping the retarded. The intensity of the activity must be gradually increased, so that as the participant's endurance and stamina build up he is progressively exposed to higher levels of activity. In this way increased tolerance for activity and greater resistance to fatigue develop. It is recommended that before allowing an individual to participate in strenuous activity, he should have a complete physical examination.

Skills must be taught in a progressive manner. First things must be taught first. In many cases the retarded are capable of mastering the basic skills needed in a given game, but they have difficulty when attempting the game itself, not because of lack of motor ability or fundamental skills but because of inability to integrate the skills conceptually. These factors must be considered when selecting from the great variety of

† This introduction has been adapted from Recreation and Physical Education For the Mentally Retarded, published by the American Association for Health, Physical Education, and Recreation, A Department of the N.E.A., 16th St. N.W. Washington, D.C., 20036.

physical activities that may be appropriate for the mentally retarded.

Recent research has shown that retarded boys and girls respond favorably to programs in which a great deal of emphasis was placed upon physical and recreational activities. The nature of these activities enabled the retarded subjects to express themselves in nonverbal but symbolic ways. Achievement, success, improved confidence, better adjustment, and feelings of importance developed because of the interest and attention centered on them. Thus, not only should greater emphasis be placed on the physical education and recreation pursuits of the retarded, more time devoted to physical activities, and greater demands made on each of these children, but a much greater percentage of time be allowed for the recreational activities, abilities, interests, and attitudes of the retarded. Utilization of the great variety and diversity of physical and recreational activities can serve as a springboard for successes in many areas not heretofore thought within the realm of possibility for the retarded.

The President's Council on Physical Fitness has recommended strongly that all children participate in vigourous physical activities every day. The Council has further emphasized the need for the diagnosis of the physically underdeveloped and the provision of appropriate remedial programs. Today many retardates would also have to be classified as physically underdeveloped. Muscles can grow only with use; without use they atrophy and become liabilities. Fitness can be developed and maintained only through activity.

II. Activities

A. Large Muscle Activities

1. Done with or without music in room
   - Walking
   - Marching
   - Running
   - Bending
   - Hopping
   - Skipping
2. Done in a gym or pool
   - Galloping Tumbling
   - Tumbling
   - Skipping
   - Rolling
   - Wrestling
   - Swimming

3. Using equipment
   Rolling
   Bouncing
   Throwing
   Catching
   Kicking
   Pulling
   Pushing
   Lifting

4. Games

   a. Group games
      Circle Games
      Drop the Handkerchief
      Cat and Mice
      Chase the Animal Around the Circle
      Hot Ball
      Puss in the Circle
      Magic Carpet
      Animal Chase
      Back to Back
      I Saw
      Musical Ball

   b. Line Games
      Brownies and Fairies
      Statues
      Run Rabbit Run
      Old Mother Witch
      Mid-Night
      Giant's Cave
      Fox and Geese
      I Spy
      Pom Pom Pullaway
      Butterflies and Daisies
      Ghosts and Witches
      Railroad Train
      Fire Engine

   c. Tag Games
      Plain Tag
      Squat Tag (or Stoop Tag)
      Wood Tag
      Sidewalk Tag
      Ankle Tag
      Skip Tag

If a piano is not available, singing can be substituted.

Rhythm sticks can be made from broom handles sawed into 8" lengths.

Cymbals can be made from lids of coffee cans with holes in the lids through which elastic finger loops are fixed.

Drums can be made from oatmeal cartons, ice cream cartons, old tire tubes stretched over the top and bottom of large tin cans.

Rattles can be made of shattered electric light globes covered with paper mache, tin cans or ice cream cartons filled with gravel, pop bottle tops or dried seeds.

B. Rhythm Activities

1. Rhythm Activities with Music

Jolly is the Miller
Shoo Fly
Put Your Little Foot
London Bridge
Paw Paw Patch
Bunny-hop
This Old Man
Did You Ever See A Lassie?
Skip to My Lou, My Darling
Musical Chairs
Farmer in the Dell
In and Out the Window

2. Rhythm Activities with Records

Rain Series
Sing 'n Do Records
Shoemaker and Elves (Acting Out)
Jack and the Beanstalk
The Three Bears

3. Dramatized Rhythms

Humpty Dumpty
Hickory, Dickory, Dock
Circle Rhythms'
Muffin Man
Windmill
Shoemaker's Dance
Round and Round the Village
On Christmas Day in the Morning
Mulberry Bush
Oats, Peas, Beans and Barley Grow
With Your Hands

C. Small Muscle Activities

1. In connection with academic program

Crayons
Painting
Charcoal and Colored Chalk
Cutting
Pasting
Folding paper
Counting beads
Use of abacus

2. Academic or non-academic

Playing musical instruments
Blocks, peg-board, Lincoln logs
Puzzles
Lacing
Weaving with simple hooked loom
Sewing buttons or using sewing card
Use of zippers
Clay
Rhythm band instruments
Dramatization of stories in basic readers
Dramatization of social experiences
Dramatization of parts of a unit eg. acting out good manners at the table

3. Quiet Games in the Room

Poor Pussy
7-Up
Dog and Bone
Checkers
Gossip
Electricity
Hang Me
Tic Tac Toes
Tag-ajig-jig
Charades
Simon Says
Chinese Checkers
Missing Child
What's Missing?

4. Party Games

Pin the Tail on the Donkey or Put the Nose on the Witch (Halloween)
Ballon Burst

Relay Games
Artists
Newspaper Hats

III. Taking Stock† (How are they doing?)

A. Do they play freely and happily?

B. Do they play cooperatively with others?

C. Do they enjoy a variety of activities with many kinds of equipment?

D. Do they enjoy dance activities to simple forms of accompaniment?

E. Do they show improvement in their skills in running, jumping, skipping, games, and other activities?

IV. Illustrated Instructions for Constructing Rhythm Band Instruments

A. Shakers & Rattles--

Made from salt boxes, with a piece of doweling run through and thumbtacked, and from cottage cheese cartons. These were sealed after several dried beans, pieces of macaroni, etc. were placed inside. They were then covered with paper that had been previously cut and decorated.

B. Drums--

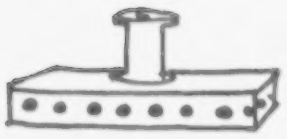
Made from several sizes of oatmeal boxes as well as metal coffee cans. These were sealed together and covered with paper that had been previously cut and decorated.

C. Rhythm Sticks--

Pieces of doweling, cut in

†Physical Education in the Elementary School, A Teacher's Guide, Tulsa Public Schools. (Quoted by permission)

12-inch lengths, sanded and painted.

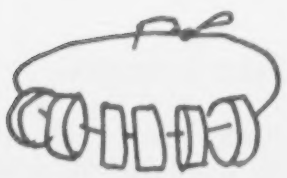


D. Sand Blocks--

Wooden blocks that had been cut into squares, sanded, and the bottoms covered with light sandpaper after the block was painted. Door knobs or empty thread spools are used for the handles.

E. Rattles--

Made from Christmas bells threaded through or sewn to strips of elastic cut to fit over the hand.



F. Rattles--

Made from bottle caps with holes punched in the center of them and threaded onto a heavy string.

G. Shakers--

Made from metal salt shakers, filled with rice, beans, gravel, etc., sealed and painted. These are particularly good because of the metal handle.

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A Bibliography for Parents and Professionals in the Area of Recreation for the Mentally Retarded. New York, N.Y.: National Association for Retarded Children, 420 Lexington Ave.

Books, articles, and reports dealing with community recreation, camping, swimming, and scouting are listed individually. There are additional sections listing similar sources for institutional recreation and pertinent research references. All sources are identified which are particularly recommended for parents and volunteer workers.

A Guide to Books on Recreation. New York, N.Y.: National Recreation and Park Association, 8 W. Eighth St.

Comprehensive list of books and other recent publications in the field of recreation. Includes pamphlets and "how to" guides on acitvities for special groups.

SOCIAL EXPERIENCES

Social studies are taught as experience units centered around important areas of living based on conditions of the world and surrounding community. The interests and needs of the children will help determine the kind of experience and activities which will contribute most to the total adjustment of the pupil.

The social studies program must relate to the everyday life as the student knows it. The teacher must know the community and living conditions of each student in order to plan a realistic and meaningful program. Seasonal interest and the study of great people also offer centers through which the students can be helped to realize that our society is constantly changing, that we learn from others the ideas of our world then and now, and that we depend on many others for help in our daily living.

Activities included in the social studies program can contribute greatly toward meeting the needs of every pupil in social living. Under the guidance of an alert teacher, the social experiences tend to develop.

1. Self-confidence
   a. Students are given responsibilities that are equal to their ability
   b. All students are made to feel that they belong to the group by sharing
2. Personal Worth
   a. Each child can be successful doing something

b. Each child can be "needed" to perform some task

3. Good Citizens
   a. Good citizenship traits are practiced in daily living

Areas of interest for study will be taught, re-taught, and extended at different levels of difficulty. The social studies area to be studied should be chosen cooperatively by teacher and students. The following framework of unit topics is flexible, and the topics are only suggestions for unit study. Plan your social studies unit to fit the needs and interests of the children.

I. School

Many students will be acquainted with the school, but the new students a short study of policies and routines will prove valuable.

A. Activities

1. Purpose of the school
   a. Discuss why we go to school -- get children's ideas about school
   b. Discuss the democratic philosophy -- who pays for our schools
   c. Guide children in the realization that school offers many advantages and pleasurable activities
2. School facilities
   a. Drawing, painting, or construction of the school and play area
   b. A tour of the building to acquaint them with the location of the bathrooms, office, clinic, cafeteria, auditoriums, library, custodian's room, and other rooms with which they should be familiar.
   c. Discuss the purposes of these rooms
   d. Discuss and visit their particular playground area and the playground equipment
3. School personnel
   a. Principal and his position in school clarified
   b. Visit cafeteria, meet personnel, and learn cafeteria procedure
   c. Visit office and meet secretary; position of office clarified
   d. Nurse and Doctor -- their positions in the school explained
   e. Visit the library and meet librarian -- become aware of library procedure

f. Visit custodian and learn his position in the school
g. Acquaint children with Junior Police and their responsibility

4. School policies regarding student
   a. Discuss arrival and departure time
   b. Become aware of bell system, take up bell, tardy bell, etc.
   c. Participate in fire drills
   d. Participate in security drills
   e. Discipline in the halls, classroom, and playground
   f. Discuss other safety procedures
   g. Discuss school organizations and student participation

5. Student's responsibility to the school
   a. To know and to abide by school policies
   b. To accept responsibility for care of school equipment and materials with which he works
   c. To accept responsibility for own conduct and attendance

II. Home and Family

Activities and ideas taught at the primary level are re-taught, reviewed, and extended. Much of the study will depend upon the economic level of the families involved. Everything possible should be done to help a student see beauty in his surroundings, develop a sense of pride for his family, and take his place in the family group.

A. Activities

1. Home
   a. Discuss what home means to each child
   b. Collect pictures of different kinds of homes
   c. Visit a house under construction
   d. Discuss why we need shelter
   e. Mural of home long ago and now
   f. Make a cardboard or block home

2. Members of the family
   a. Students draw and name members of family
   b. Learn titles of near relatives as grandmother, mother, father, grandfather, aunt, uncle, cousin, brothers, sisters

3. Responsibilities of each member of the family

a. Father -- how he earns living
b. Mother -- responsibility in the home
c. Children -- how child can contribute to family situations

4. Family Activities and Recreation
   a. Discuss how we have good times together
   b. Illustrate with drawings what we like to do as a family group
   c. Discuss trips, vacations, and playground areas
   d. Make a map of recreational areas in community

III. Community

Children at this level are becoming acquainted with their neighborhood and city. This study will help the student realize our dependence on others and the work that each community helper does. Community resources should be utilized as much as possible by field trips, guest speakers, and demonstrations.

A. Activities

1. Draw a large map of community -- select safest way to and from school, store, etc.
2. Discuss work and responsibility of community helpers
   a. Postman--Post Office
   b. Grocery store
   c. Garbage collector
   d. Policeman
   e. Baker
   f. TV repairman
   g. Doctor
   h. Dentist
   i. Fireman
   j. Dairy
3. Discuss recreational area in the community
4. Use sand table to build and display community, homes, streets, parks, public buildings
5. Visit points of interest in community
6. Guest speakers tell of their work and how they help the community -- good place to gain the knowledge and enlist the interest of fathers of children in the room
7. Visit City Hall
   a. Mayor's office
   b. Jail

c. Councilmen
d. Light & water department

8. Build with scrap lumber or cardboard all safety markers -- zones, walking lane

IV. Our State

When students have a general understanding of the community, their interest broadens to the next largest area -- the state. We *should not* expect the students to remember dates, areas, or statistics. A general knowledge of an *appreciation* for our state is more important. The history of the state told in story form will be more interesting than details.

A. Activities

1. Tell or read interesting stories about the state
2. Illustrate stories and points of historical importance by the use of dioramas, murals, 3-D pictures
3. Dramatize historical points of interest such as the "run of '89," forts, cowboys and Indians, cattle trails, drilling for oil
4. Draw a large map -- add products, rivers, mountains, points of interest
5. Learn state song
6. Visit points of interest near home -- Woolaroc, Claremore, Fort Sill, Fort Gibson, Historical Building, Capitol
7. Draw large pictures or use sand tables to depict "Oklahoma then" and "Oklahoma now"
8. Invite old-timers to tell about their early adventures in the state
9. Draw, study, and recognize the state bird, flag, tree
10. Square dance and sing cowboy songs
11. Organize a museum in the room -- children bring pictures and articles of early Oklahoma
12. Learn to read road map -- each student can obtain one from service station, learn to locate points of interest, figure mileage

V. Our United States

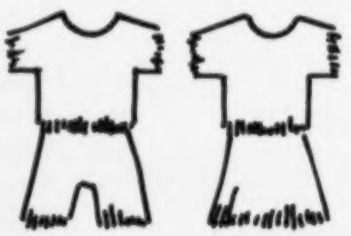
The children's interest in historical stories and adventures from TV will lead to the study of our country. Again, details are not important, but an appreciation for a general knowledge of our history and geography is important. Much history can be taught as important dates are presented on the calendar, such as Columbus Day, Thanksgiving, Washington's

and Lincoln's birthdays. Time will not permit a study of every point of historical interest. The brief outline below is only suggestive. When a group of students or a student becomes interested in a topic such as the telegraph, a unit should be developed to stimulate and answer questions.

A. Activities

1. Before the White Man -- Indians
   a. Find pictures and stories to show the physical features of the Indian
   b. Discuss the fact that all Indians were not alike -- climate and geography determined how they lived
   c. Draw pictures to show many kinds of Indian homes
   d. Read to find answers to --
      (1) How Indians started fires
      (2) How Indians told time
      (3) What animals did they know
      (4) How they traveled
      (5) How did the Indians dress
      (6) How the Indians cooked, made tools
      (7) How the Indians planted crops
      (8) What they used for food
      (9) What and how did the Indian children learn
      (10) How did the Indians have fun
   e. Indians of our area lived in tepees. Construct a large tepee from canvas, decorate with crayon. Let students pretend they are Indians and dramatize preparing food, making arrows, etc.
   f. Compare our lives with the Indians in early America

	Then	Now
Food	Wild animals	Frozen and canned
Clothing		
Shelter		
Transportation		
Communication		
games		
medicine		
school		
work		



   g. Make an Indian suit out of burlap or canvas.

Decorate with dyed macaroni, pop lids, crayons

h. Write a story using Indian symbols
i. Make musical instruments and let students enjoy games and rhythms

2. Early America -- Pilgrims
   a. Read stories and show pictures of Pilgrims -- why did the Pilgrims want to come to America
   b. Dress dolls and puppets to show how the Pilgrims dressed
   c. Construct or draw pictures of the Mayflower
   d. Describe and dramatize the work of the Pilgrims
   e. Locate on the map--Plymouth, Mass., and Plymouth Rock, Atlantic Ocean, England, Holland
   f. Discuss the value of the friendly Indian -- Squanto and Samaset
   g. List the things the Indians did for the Pilgrims
   h. Construct the Pilgrims' village
   i. Draw a mural of the first Thanksgiving
   j. Compare the life of the Pilgrim's children to the way we live today
   k. Find how long ago the first Thanksgiving was held

3. Colonial Days
   a. Read stories and discuss how people in America lived when Washington was living
   b. Have a Colonial Party -- children dress in costumes, wear wigs, do minuet
   c. Compare Americans then and now

	Then	Now
education		
clothing		
communication		
tools		
occupation		
travel		

   d. Make a Washington Booklet
   e. Read and learn about the first flag and Betsy Ross
   f. Make a paper flag with 13 stars -- with 50 stars
   g. Compare area of the 13 states with the United

States today

h. Special reports on Benjamin Franklin, plantations, etc.
i. Dress dolls in early American costumes

4. Pioneer Times
   a. Construct a large diorama or mural of pioneer days showing wagons, forest, coon-skin caps, forts, wagon trains, fur trappers, flat boat
   b. Special reports on Daniel Boone, Davy Crockett, other pioneers
   c. Make a Lincoln Booklet -- (pioneer boyhood of President of U.S.), build a log cabin out of sticks, write with charcoal
   d. Build a fort out of blocks and logs
   e. Dramatize song -- Davy Crockett
   f. Play songs to demonstrate rhythm and square dancing

5. United States Today
   a. Put a large puzzle of U.S. together, count number of states
   b. Draw map to learn the general shape and size of U.S.
   c. Learn the National Anthem, flag salute, Capitol, President
   d. Draw a large map, draw in products produced in different areas
   e. Make a salt, flour map showing mountain ranges, rivers, lakes, plains
   f. Write to the Chamber of Commerce of several large cities for free literature about their state
   g. Collect pictures of vacation places children have visited
   h. Read newspaper articles from different areas of the U.S.

VI. Suggestions for Other Social Study Units

A. Indians
B. The Farm
C. The Ranch
D. The Dairy
E. Animals
   1. Zoo
   2. Farm
   3. Woods
   4. Pets
F. Cowboys
G. Transportation
H. Communication
I. The Calendar
J. Great Americans
K. Columbus

SOCIAL EXPERIENCES UNIT

HOME AND FAMILY

I. Purpose

A. To develop an understanding of the position each member plays in the family
B. To lead children to appreciate the work and efforts of the parents as they provide the necessary comforts of home
C. To develop a sense of pride for his home and family
D. To help children realize each member of the family must work together for harmonious living

II. Approach

A. The home is the most familiar surrounding that each child knows. Each child tells incidents that happen at home. Such discussions lead to a desire to learn more about our homes.
B. Pictures concerning home life and family acitvities are discussed and arranged on bulletin board.
C. Books and stories with pictures are read and arranged on library table. Children are free to examine and discuss books.

III. Teacher Pupil Planning

A. The teacher and pupils work together planning activities which satisfy the children's questions about--
   1. The ways we can help at home
   2. What kind of work our parents do
   3. What kind of house we live in
   4. What we can do to have fun in our family
B. Group activity discussed and children decide which group they wish to work with

IV. Skills to be Developed

A. Art Booklets which contain the following creative work
   1. Drawing of homes
   2. Drawing of each member of the family
B. Working with group on mural -- use colored chalk or other media
C. Use of blocks and cardboard to construct
D. Construct simple hand and stick puppets to illustrate members of family
E. Cutting and pasting (use of magazine pictures)

F. Language
   1. Talking before the group -- sharing his family experiences
   2. Reading stories from books and magazines concerning family life
   3. Writing and reading original stories
   4. Writing invitations to parents and other rooms to visit class
   5. Sharing stories, construction work, and pictures by inviting other class or parents to visit school
   6. Discuss and observe good behavior when on excursions
   7. List nice books and magazines to have in the home
   8. Vocabulary enrichment and spelling
      a. Recognize and know meaning of many words and terms
      b. Learn to spell and write, use in sentences many words, mother, daddy, sister, mom, pop, aunt, uncle, telephone number, house, home, small, big, large, build, block, visit, welcome, money, work, food, clothing

G. Arithmetic
   1. Learn number of members in family
   2. Learn house numbers and phone number
   3. Learn terms such as: largest--smallest, middle--end, tallest--shortest, oldest--youngest
   4. Use of ruler to measure inches and half inches in construction of home and furniture
   5. Step off the distance from home to school
   6. Develop a general idea of how carpenters use number facts in building

H. Health and Safety
   1. Learn to work carefully with materials in the room
   2. Observe safety rules when on excursion
   3. Discuss the need for clean homes
   4. Discuss the need for shelter
   5. Pictures and stories of safety when playing and sharing together

I. Music and Rhythm
   1. Listening to records, TV, and radio as part of family activity
   2. Learn song, "Did You Ever See A Lassie" (RCA Victor record)
   3. Listening to and imitating rhythm of saw and hammer

J. Science

1. Observing the different types of material used in construction of homes
2. Discuss how the weather affects our choice of family fun and list activities for each season
3. List, collect pictures, and discuss use of modern conveniences in home

V. Activities

A. Home
1. Each child is given the opportunity to tell what his home means to him
2. Draw or paint a picture of his home
3. Make a cardboard house or build a block house. Make play furniture. Use dolls or puppets to show purpose of each room in the house. Label the rooms
4. Draw or collect pictures of the many kinds of materials used to build our homes
5. Visit a house under construction
6. Discuss why we need shelter
7. Draw a mural showing homes of long ago and today
8. Learn address and phone number

B. Members of the Family
1. Each student draw a picture of his family. List each by name such as mother, father, brother, sister, or others living in their home (often grandparents)
2. Discuss our other relatives -- grandmother, grandfather, aunt, uncle, cousin
3. Students bring photographs of their family to share with the class
4. Make a cover for a family photograph album

C. Responsibilities of Each Family Member
1. Father
   a. Each student tells how his father and mother earn money
   b. Discuss why we must work. Why we must have money (food, clothing, houses, doctor, rent, car, gas)
   c. Students draw pictures showing fathers (or mothers) work. Students or teacher writes the story under the picture. Combine stories to make a book.
   d. Ask parents to visit class, explain their work and how they help others.

e. Collect magazine pictures showing how fathers help in the home-- such as mowing lawn, painting, help care for children, fix screens, repair toys

2. Mother
   a. Children tell what mother does if she works outside the home and who takes care of them while parents are working
   b. Make a collection of magazine pictures showing what mother does to make our house a happy home
   c. Game of pretend -- one student dramatizes some home activity, others have fun guessing activity
   d. List all the things we know that mother does to help us
3. Children
   a. Discuss ways children can help in the home -- caring for smaller children, setting table, running errands, picking up toys, hanging up clothes
   b. Form a "Good Deed Club" children can belong to by doing a good deed each day
   c. Discuss ways and responsibility to earn spending money (mowing lawns, paper routes, baby sitting)

D. Family Activities and Recreation
1. Children discuss how their family has fun. Draw pictures and write stories to show the favorite family activity (picnic, playing ball, zoo).
2. List places where the family can go together as a group (church, show, trips, vacation)
3. Discuss activities children in the family enjoy (reading, outdoor play, games, TV)
4. Display pictures or examples of hobbies or family sports (golf, bridge, sewing, bowling)
5. Make a map of recreational areas in the community

VI. Culmination

A. Open house for parents or other classes to see materials on display
B. Art exhibit of drawing
C. Dramatization of family activities in the home
D. Two children act as host and hostess in play home -- give a small party

VII. Evaluation

The unit of study provides many purposeful activities. The children develop a sense of feeling for the need of cooperation within the family. A greater sense of pride in the home and family is developed. Children have a better understanding of the need for money and the work of the parents. The unit is a success if the goals set up by the students have been reached and the questions of the pupils are answered to their satisfaction.

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Film and Film Strip

Father Works for the Family.
Mother Cares for the Family.

LANGUAGE ARTS

The language arts program includes listening, speaking, reading, writing, and spelling. These skills develop in order based on the experiences of the child.

The ability to receive and transmit ideas clearly is the chief aim of a good language arts program. All areas of the program, listening, speaking, reading, writing, and spelling, are interrelated. Improvement in any one area will make vital contribution to many parts of the curriculum. Every activity provides a real reason for the use and improvement of the language skills. "The integration of the language arts does not mean that they are only incidental to the entire school program. The various areas of the language arts

require direct teaching."† Students must realize (through teacher guidance) the need for listening, speaking correctly, reading, writing, and spelling. Many language arts activities are informal, but direct guidance and instructions are needed in many areas to insure understanding and development of skills.

I. Listening

"Although listening is the first of the language arts areas which the child uses as he learns to understand the world, it still remains a nebulous part of most school curriculums."†

Good listening is important for efficient learning for the retarded child as well as the more intelligent student. Many failures can be traced to "half listening." Good listening habits can be developed and poor habits improved through training. Children need to realize the need for listening, such as -- to understand, to enjoy sound, and to detect danger.

Listening skills cannot be taught altogether as part of the reading program. Students need practice in listening for different sounds, expressions, instructions, messages, and to visualize situations and incidents.

Often, we as teachers, incourage half listening by repeating instructions. If it is necessary to give instructions a second time, it is wise to have a student repeat.

The student and teacher, through class discussion, group activities, or individual study, can develop a standard for listening such as:

1. Be courteous, do not interrupt others
2. Pay attention to what the speaker is saying
3. Sit quietly, wait for your turn
4. Speak softly and clearly
5. Do not disturb others by making unnecessary noise
6. Teacher can hear only one student at a time -- encourage children to remember this

Listening and speaking activities should be taught together. It is hoped that each teacher can build upon the suggestions and interweave the activities to include both phases of communication as one activity.

A. Listening Skills and Activities

1. Listening to stories told or read by the teacher -- Children's classic literature should be a part of the heritage of the slow learner, too

† My Weekly Reader, Teacher's Edition, Number 4, Vol. XXXVIII Issue 8, October 29, 1956.

† The Elementary School Journal, January 1957, page 181.

a. Draw pictures to show favorite part of story
b. Select students to draw stick pictures on chalk board to show sequence of story
c. Dramatize story by acting or with aid of puppets
d. Develop pictures using flannel board

2. Sharing with classmates
   a. Show and tell -- students bring something to school or tell about experiences they wish to share with the class
   b. Stories or poems used by students visualize pictures
3. Reports
   Give reports -- newspaper articles, committee reports such as Junior Red Cross, Junior Safety Police, and favorite stories
4. Assemblies
   Sitting quietly, watching, and listening in assemblies -- doing our part when called upon
5. Film and Television programs
   Students should be stimulated with discussion before the film or program begins
   a. Listen for information, new facts, with questions later
   b. Oral or written test for comprehension
6. Records
   a. Listen to and enjoy and appreciate the sound of music
   b. Respond by keeping rhythm, humming the melody
   c. Dramatize or dance to rhythm

   Classical music should be used with these children to develop an appreciation of the better things in life
7. Plans for the day
   Share the planning period with other students, listen to their ideas and suggestions
8. Listening to and following directions
   Beginning with simple ideas and progress to more involved. Students should feel free to ask questions if an assignment is not understood. Instructions should be clear, to the point, and each step understood.
9. Listen for rules in playing games during recreation period.
10 Relay messages

Carefully give messages to other teachers, student secretary, parents and others with whom we work

11 Listen carefully to telephone conversations, must use sense of hearing entirely since they cannot see the other person -- use of tin can telephone helps to encourage listening.

Identify sounds and voices

a. Many environmental sounds can be used, children tell what they hear such as cough, sneeze, whisper, knock, door bell, fire engine, horn, whistle, toys, scratching, pin dropping, leaking faucet, warning signals, trains, fire and security drill bells, foot steps, scraping, breathing, and heart beat.

b. Use tape recorder or records to record and play back student voices, bird calls, animal noises, musical instruments, and programs.

c. Play games of "Guess Who." Children cover eyes, teacher appoints a child to speak a nursery rhyme or sentence -- students raise hands to guess who -- the one with correct answer is the speaker.

d. Fall sounds
What do these fall sounds seem to mean:
Crows Cawing (I found some corn), Geese honking (this way to the South)

e. Weather sounds
Listen to the weather talk, for example, the clap of thunder (giants throwing rocks); the crash of lightning (paper tearing)

f. Playground sounds

II. Speaking

More than the teaching of correct English is involved when helping the slow learning child to speak correctly and enunciate clearly. Many of his special needs revolve around the fear of speaking up, the inability to speak clearly, the lack of a speaking vocabulary and shyness.

Speaking activities are integrated with all phases of learning, attitudes, and social skills. Good human relations must be included as a part of the total language program. A child must feel he belongs before he is willing to share in conversation or group participation. A child will often forget himself when accepted as a part of the group and attention is focused on what is being said

instead of how it is being said. "In situations calling for conversation, the teacher must learn to wait for the child's idea and accept each experience for what it means to the child."

A. Speaking Skills and Activities
   1. Group conversation and activities
      a. Contribute suggestions for daily plans
      b. Talk with others in kind voices
      c. Share with class during "show and tell"
      d. Express unhappiness vocally instead of fighting or retreating
      e. Answer questions directly, ask questions about topic of discussion
   2. Tell stories and events in sequence
      a. Relate happenings of story read, use flannel board, pictures, and chalk talks
      b. Relate activities of the day (use as part of the daily evaluation)
      c. Recall activities of trips and excursions
      d. Give directions for locating places
      e. Relate activities from film and television
   3. Assume role of leadership
      a. Make announcements
      b. Tell riddles or jokes
      c. News reports from daily paper
      d. Class reports -- Junior Red Cross, safety meeting
      e. Monitor, library or flowers
      f. News about my family
      g. News about my friends
      h. News about things I own
      i. My pets
      j. Things I do outside of school
      k. My books and pictures
      l. My hobbies
      m. My travels
   4. Tell stories of expreiences which child has had (happiest time, most fun, sad times, busy time, etc.)
      a. Write or tell stories seen in a picture
      b. Real or make believe -- Children often tell exaggerated tales -- before or after story let

† Ingram, Christine P., Education of the Slow Learning Children, Second Edition, New York, Ronald Press, p. 274.

them tell if it is "for real" or "make believe" -- Give reasons for answers.

5. Use of telephone
   a. Learn to dial and learn own number. Use two play phones for two way conversation.
   b. Know good phone manners, time spent in conversation, tone for voices, answer promptly
   c. Class telephone book
6. Introduce guests -- correct way to make introductions
   a. Child responsible for introduction of parents at open house
   b. Classroom host or hostess to answer door, relay messages
   c. Acquaint new pupil with school facilities, cafeteria, principal, secretary and other teachers
7. Use complete sentence, express ideas so they are understood
   a. Encourage relating complete thoughts in all speaking -- use picture cards, children give a complete thought in response

A Cat says meow

   b. Encourage expression in speech -- game, "I feel sad, happy, thankful, young, old, tired, hungry, sorry."
8. Participate in dramatization
   a. Appear before group in plays, chorus. For shy group use the aid of puppets and shadow plays
   b. Dramatize stories and poems
      (1) Game, "What am I doing," as student dramatizes an activity, class guesses what he is doing
      (2) Game of lemonade

III. Reading

Reading is important to the slow learning child; for as the

normal child, he is aware of the emphasis placed on reading by our society. Many times a child's interests have been crushed by continued failures. Often the readiness period must be extended to include building confidence, recreating a desire to read, and finding pleasure in books.

A pleasant clean room environment is important in developing a desire to want to learn. This will include an attractive reading corner where a child will be free to select books from many reading levels.

It is important for the teacher to sense the feeling of the pupil toward the reading activity. It is important to discover quickly the level at which a child can successfully function. By working in small groups the teacher can capitalize on this success to encourage greater learning.

A. Methods of Determining Child's Reading Level

1. Informal reading inventory
   a. Letting child read orally from several reading levels. The teacher should have the child read on successively more difficult levels until he reaches a level which is difficult enough to challenge him but easy enough for success after instruction.
   b. Achievement tests
      (1) Standardized tests are valuable as quick screening devices. Tests should be selected with regard to the child's mental age rather than grade placement or chronological age.
      (2) Teacher made tests
   c. Observation of child's reading habits
   d. Checking basic vocabulary lists at end of readers
   e. Check of visual comprehension left-to-right sequence

The Intermediate teacher must be aware of the interests of her students. A child who is reading on the Pimer level will not want to read about Dick, Jane, and Spot. The teacher must be capable of constructing chart stories, and short stories on subjects which are of interest to the child. It is often helpful to let the child help write his own story and perhaps incorporate this story with a scrapbook of his activities, hobbies, family, pets, etc.

This "experience" reading developing from the child's needs and experiences should be initiated at the Primary level and continued, with special emphasis, throughout all the grades.

A few specific activities related to reading might include the following. For successful achievement in these activities the child must have completed the readiness program as is begun in the Primary Special Education Class. (For further information of the readiness program consult the Primary Guide.)

B. Activities

1. Chart stories
2. Picture stories
3. Original stories written by the children
4. Using spelling words in sentences
5. Use of dictionary
6. Solving simple riddles
7. Crossword puzzles
8. Classifying work lists
   a. Color
   b. People
   c. Toys
   d. Things we hear, feel, smell, see
9. Deciding whether paired words are the same or different
   a. Good -- bad
   b. Tall -- high
   c. Slow -- fast
10. Flash cards
    a. Teacher made
    b. Commercial
11. Matching pictures and sentences
12. Pilgrim chart -- Building sentences
13. Reading workbooks

    Workbooks may have a definite purpose for the slow-learner. They help to supply reading drill and expansion of comprehension. They must be used as a teaching and learning aid -- not as busy work.

    One of the many excellent series available which seems to be helpful is the Reading Skilltext Series published by the Charles E. Merrill Company.
14. Weekly Reader Series -- Graded newspaper received weekly
15. List all the words you know which begin with the same letter
16. Encourage children to keep a library book record of the books they read listing only title, author, and date completed
17. Simple indexing and use of table of contents should be taught
18. Reading story for particular purpose

a. Information
b. Re-telling
c. Dramatization
d. Amusement

19. Booklets of favorite experiences
20. Cutting and identifying pictures from magazines
21. Story dramatizations
    a. Puppets
    b. Murals
    c. Clay modeling
    d. Child participation
    e. Diorama
22. Word list for own use
    a. Card file
    b. Oaktag list
23. Listing words in alphabetical order
24. Daily newspaper

IV. Spelling

It is essential that both the normal and educable mentally handicapped pupils learn to spell words that they will need to write. Unlike the normal pupils, the spelling needs of the educable mentally handicapped group will be limited in number and kind.

The nature of spelling, a visual and perceptual process, will dictate the choice of words, methods, and the materials used to help the educable mentally handicapped pupil learn how to spell.

Basic principles involved in the teaching of spelling to the educable mentally handicapped:

1. Spelling should be considered and taught as a part of the language arts constellation.
2. Rote memorization does not usually have a carry-over into actual experience.
3. Spelling should be introduced when pupil can write and has one strong independent reading level.
4. Accurate pronunciation is requisite to learning to spell.
5. The educable mentally handicapped child has difficulty learning and applying rules.
6. Spelling should be integrated into actual experience.
7. Systematic teaching using effective methods will help the educable mentally handicapped child to achieve a modicum of spelling power.
8. The educable mentally handicapped pupil should be asked to learn only what he can learn well, initially five to ten words per week, increasing number and difficulty as he is able to cope with it.
9. It is recommended that formal spelling not be

introduced until a child has a mental age of 7-6.

Specific aims in the teaching of spelling to the educable mentally handicapped:

1. To develop spelling as a tool to meet the pupil's:
   a. Social needs
   b. Emotional needs
   c. Vocational needs
2. To help the pupil develop attendant skills:
   a. Spelling power
   b. Use of dictionary
   c. Functional reading and writing

A. Criteria for Choosing Spelling Words

Spelling vocabulary for the educable mentally handicapped at the Intermediate level is drawn from two basic areas -- his speaking and listening vocabularies and his independent reading level. The total vocabulary will fall into two categories -- functional words and occupational terms.

Sample Word Lists:

1.		2.		3.	
a.	can	a.	over	a.	food
b.	man	b.	under	b.	aprons
c.	ran	c.	by	c.	bacon
d.	tan	d.	in	d.	baking
e.	pan	e.	on	e.	beets
f.	Dan	f.	out	f.	eggs
		g.	up	g.	dozen
		h.	down	h.	creamed

B. Suggested Methods for Teaching Spelling to Educable Mentally Handicapped

Each pupil should be helped to develop his own effective method for learning spelling. Those methods used should be taught systematically, should be easily comprehensive to the pupils and must be a modicum of learning by the pupils.

1. Kinesthetic
2. Visual
3. Auditory
4. Tactile
5. Actual use of spelling words in school, home, and community experiences

C. Suggested Materials

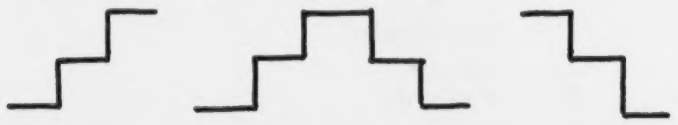
Materials are the vehicles of learning. To be effective they should be adaptable to the pupils' needs of adequate scope, and easily comprehended by the pupils.

1. Each pupil is given a list of spelling words
2. Chalkboard
3. Teacher made materials
   a. Seat work
   b. Flashcards
   c. Pictures
   d. Charts
   e. Games
4. Dictionary
5. Commercial Materials
   a. Phonics
   b. Spelling
   c. Reading
   d. Language

D. Suggested Activities

Implementation of the spelling process is achieved through the activities. They should allow for study and review in many different settings. Effectively used they will bridge the gap from learning into actual experience.

1. Seat work
   a. Filling blanks in sentences
   b. Classification
      (1) Pan will go with look--cook--took
      (2) Underline word that doesn't belong
          pour dish cook run
   c. Filling blanks in given story
   d. Writing original stories using spelling words
   e. Matching pictures with factual words
   f. Tiny letter and word flash cards to be used in building words, sentences, or stories
   g. Draw on worksheet stairs going up and/or down. Two or more players spell and write words beginning with letters placed on stairs



   h. Scrambled words--spelling words in scrambled form are put on board or worksheet. Pupils write words in correct form

i. Riddles--Riddles are read or put on worksheets. Pupils spell orally or spell and write the answers to the riddles.
Example: You like to eat it
It is red and round
It grows on a tree
It is an apple

j. Writing letters, messages, invitations, notes, and lists.

k. Utilize the dictionary to check spelling, pronunciation, and work meanings. Example: Use the dictionary to find out the meaning of the word ball in this sentence:
Cinderella went to the ball.

l. Silly rhymes -- several rhymes are on the worksheet. Pupils spell and write missing words in order to complete the rhyme. Examples:
(1) Ed, ef, em, et,
My word is get.
(2) Little old Bill
Ran up the hill
(3) Put a red hat
On a green cat.

m. Bunch 'Em--draw on board or duplicate on individual sheets attractive groups of balloons, boxes, flowers, or objects that will group naturally. Each object is to be filled with a spelled word beginning with a designated letter or with dictated words. Let one pupil dictate words while two or more play games. This may be used with or without teacher supervision.

2. Charts

a. Vowel Chart. Draw vowel chart on board or make one of oaktag having hooks or pockets under each vowel. These will hold the players' colored markers or illustrating pictures. One player or teacher dictates words from list or flashcards to one or more players. Dictating player may show pictures. If player spells indicated word correctly, he may place picture or marker on hook or in pocket under the indicated vowel.

b. Consonant Chart. One player or teacher

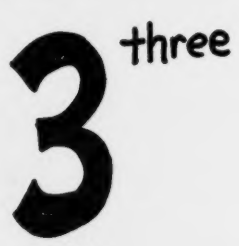
dictates words from flashcards while two or more pupils play games. If player spells word correctly, he may place flashcard under right consonant on chart. Game may be restricted or extended in accordance with players' needs. This may be used with or without the teacher's supervision.

c. Variation. Pictures illustrating spelling words may be shown. If player spells name or action of picture correctly, he may place picture under proper letter. Make consonant chart on board or oaktag. This should have slots for placing different letters and pockets for holding flashcards.

d. Phonetic Family Chart. Draw chart on board or make it of oaktag. One fair-sized chart with slots so that phonetic families may be used as needed and pockets for holding colored markers of players allows for practical variation. One player or teacher dictates words while one or more players spell words. If player spells word correctly, he may place flashcard on desk and colored marker.

3. Games

a. Matching pictures with words. One player flashes pictures. One or more players spell words suggested by pictures. Small factual pictures put on work sheets. Pupil spells and writes the word suggested by picture.



b. Hangman. Draw gallows on board and place as many little lines as letters in word to be spelled. The player guesses the letters that are in the word and they are written on the lines. When the word is completed, the player reads the word he has spelled.

c. Tic-Tac-Toe. Draw tic-tac-toe on board or paper. One player dictates words to be spelled. As each player spells words correctly, he places O or X on the form until the form is filled out or there is a winner.

d. Baseball game. Draw or indicate baseball diamond on floor. Players line up in batter's box. As each player spells correctly, he advances around bases until he makes a run. If player misses a word, he strikes out and has to go back into the batter's box and take his turn again.

e. Spelling Bee. Old fashioned spelling bee. Confine to members of each group. Do not allow all pupils regardless of work levels to participate at the same time.

f. Spell It. (For 4 or 6 players) This game is played like canasta. Each letter is put upon six playing cards, making one deck contain 156 cards. A player may place a run of three like cards on the table before him and try to build a book of six like cards. Each player is dealt cards. Remainder of the cards are placed in center pile. Player draws card. If he can spell a word beginning with that letter, he may keep card, otherwise that card must go into the discard pile. If next player can spell word beginning with discarded letter, he may draw from discard pile rather than center pile. Player may use cards in hand to make a run or word toward a book if he can spell a word beginning with these letters. The winner is the player who first gets rid of all the cards in his hand. Players should be supervised to avoid excessive repetition.

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V. Writing

Handwriting requires the coordination of small muscles of the hand and eye. All Children do not reach the maturation level for handwriting at the same time; therefore, handwriting is an individual skill and there will be varied performance.

The educable mentally handicapped should have an extended program of readiness depending upon his individual maturation. A child needs a maturation level for writing that is about the same for reading. The formal teaching of handwriting comes after a reading vocabulary has been developed. This teaching is usually preceded by many readiness activities such as puzzles, toys, tracing, and cutting.

The child will build his own standards for writing. These standards will be determined by his maturation, interest, and his teacher. The primary consideration for judging handwriting should be the legibility. Speed and individuality are displayed as skill increases. Meaningful situations should be utilized to improve this skill.

The letters are usually learned in relation to the word. Those letters occuring most frequently are the first to be learned. Children will gradually learn all the letters. The length of time required for this will again depend on the child's maturity and interest.

There should be no attempt to change the left-handed child to the right hand, where there is a definite preference shown.

The introduction of cursive writing ordinarily takes place in the third grade of the regular classroom; however, with the educable mentally handicapped, this would depend upon the child's interest and transition readiness.

A. Aims

1. To create an atmosphere of permissiveness, to relax the child, and allow him freedom from tensions.
2. To help the child acquire knowledge and standards of handwriting so that he can communicate written

thoughts.

3. Create situations which will bring about the need for handwriting and make it more meaningful to the child.

B. Activities

1. Beginning Handwriting Activities

In determining the proper time for a child to begin writing it may be said to be when the following conditions are present:
Can hold a pencil, chalk, or crayon comfortably.
Copy geometric forms like ovals, circles, and other curved lines.
Can begin drawing a circle or square, look away, and return to the approximate starting point.

a. Have manuscript wall strips displayed--preferably above the chalkboard
b. Have children first trace letter forms in the air
c. Show correct posture and paper placement
d. Have a large pencil and correctly spaced paper
e. Trace common letters on paper and on the chalkboard
f. Begin with writing of capital letters
g. Write first and last name
h. Strive to relate thought to symbol
i. Show slides and film of good posture and correct form
j. Left to right progression shown through reading, tracing, etc. -- may require considerable practice for the left-handed
k. In chalkboard instruction show that circles are round and lines are straight
l. Show that many letters begin at the top and come down

2. Extended Handwriting Activities

a. Continue teaching good posture and correct placement of paper
b. Continue to teach correct letter forms, size, spacing, and alignment
c. Continue to create situations to utilize handwriting in a more meaningful way
   (1) Friendly letters
   (2) Thank-you letters
   (3) Get well letters

(4) Birthday Cards
(5) Labeling
(6) Chart Writing
(7) Class directories
(8) Word dictionaries

d. Continue to learn the letters and their relationships to words

e. Those children who lack the coordination should not be made to reduce the size of their letters, but should continue to write small.

C. Advanced Handwriting Activities

1. The introduction of cursive into the educable mentally handicapped handwriting program should be flexible and would depend on the individual's maturity and desire.

2. Cursive wall strips should be displayed. In many special rooms both manuscript and cursive wall strips are displayed.

3. Children should not be forced to use cursive in daily lessons until it becomes comfortable for them to do so.

4. Teach the change in position of paper, and also the slant that cursive writing requires.

5. Continue teaching the proper letter forms. Use the chalkboard to demonstrate correct beginning.

6. Continue utilizing meaningful situations to improve handwriting.

7. Equal performance cannot be expected from all children. This will depend on many factors including maturity and interest.

8. Reduce the letter size when child can do so without tension.

NUMBER EXPERIENCES

Arithmetic for the slow learning child should be practical and have meaning through use. The child's age, maturity level, past experiences, and willingness to achieve are significant factors in determining the approach and level of number experiences and activities.

A large part of work in arithmetic can be oral. Although progress is slow, number experiences need not be boring but may be fun for the child.

The suggestions here are intended only to stimulate the teacher's thinking. A basic text or guide will help to organize content and aid in developing number concepts and learning sequence.

I. Developing Concepts

The development of concepts have a definite relationship to number thinking. Concepts should be developed in relationship to concrete objects. Abstract thinking should not begin until a child is familiar with idea and relationships in concrete situations.

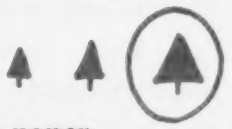
Concepts to be developed: *See inventory of number experiences

Size	Speed
Time	Quantity
Location	Form
Weight	Money

Suggested Activities for developing number concepts

A. Concrete experiences may be provided in the form of games such as:
Which is the small one?
Which is the smaller?
Which is the smallest?
Go the shortest way.
Stand between the tall boy and the short boy.

B. Work sheets provided with oral directions such as:

Find the TALLEST tree 

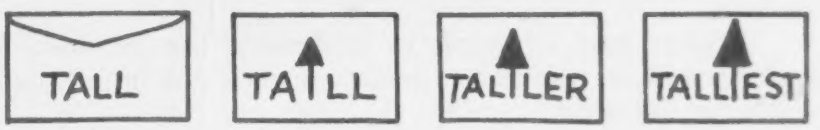
Put an X on the top of the paper

Put a circle around the biggest apple

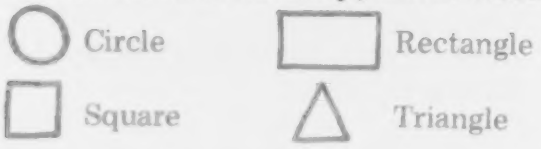
Draw a square, put a circle in it

C. Make a card file or dictionary with words and illustrations of terms and concepts.

D. Make an envelope file with pictures and cards showing different relationships, child puts words in order.



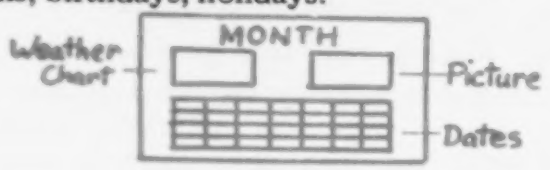
E. Use of felt board to identify, match words and symbols.



F. Directions

1. Learn directions -- North, South, East, West, Play game of giving and following directions
2. Read wind sock, weather vane -- make and use pin wheel
3. Map reading -- top of map is always North, etc. -- make map of school area
4. Make wind sock from paper cone -- put wire through it -- wind will turn cone to show wind *direction.*

G. Make a perpetual calendar to study days, weeks, months, birthdays, holidays.



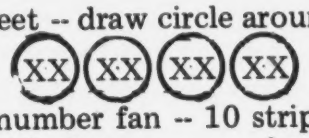
II. Counting

Most children have counting experience before entering the intermediate level, Rote counting does not mean that the child knows number quantity. The use of concrete objects and situations with meaningful repetitive drill helps to develop the concept of "How Many" as well as rote counting. Often weeks may be devoted to establishing the concept and full meaning of a number. Children should not be hurried. A concept of quantity develops slowly after readiness of the pupil and by purposeful planning and systematic development by the teacher.

A. Skills to be developed (Depends upon the ability of the pupil)
   1. Enumeration by 1's (rote and rational counting)
   2. Grouping by 2's, 5's, 10's
   3. Ordinals (as the need arises)

B. Suggested Activities
   1. Counting familiar objects in the room, students, books, windows, cafeteria count, and use of counting blocks, abacus, cards
   2. Use of counting games: lotto, tenpins, peg boards, pick up sticks

3. Counting games: one, two, buckle my shoe and Ten Little Indians
4. Work sheets -- fill in the missing number
5. Making calendar
6. Grouping articles in 2's, 5's and 10's for easy manipulation, such as ice cream sticks, beads, pegs, paper
7. Work sheet -- draw circle around groups of pictures



8. Make a number fan -- 10 strips of paper 1" by 8", fasten with fastener, number pages, later use to discover addition fact
9. Flannel board -- assemble numbers in order
10. Abacus coat hanger
11. Number cards, paste stars or pictures on a card, write number and word on card, cut as a puzzle, students match
12. Use dominoes for grouping

III. Reading, Writing, and Recognizing Numbers

A child begins to associate the number word with the symbol through experience and class activities. Much practice and explanation must go into the understanding of the place arrangement of our number system. Place values, order, quantity, and size must be taught correctly and in orderly number sequence for good understanding.

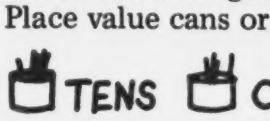
As a child learns to recognize the number symbol and number name, he develops the desire to write the number. Much emphasis must be put on number formation. As a child begins to form number figures, there is a great need for individual instruction, close supervision, and practice. Special attention should be given to the beginning stroke, size, place, and spacing of written numbers. A teacher must be alert for wrong movement, reversals, substitutions, and left-to-right movement.

A. Skills to be developed
   1. Understanding quantity of numbers
   2. Place values on ones -- tens -- hundreds -- thousands
   3. Recognizing and reading numbers
   4. Writing numbers

B. Suggested Activities
   1. Large muscle activity by tracing and writing numbers on board; teach one number symbol at a time -- emphasis on beginning stroke.

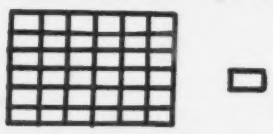
1 2 3 4 5 6 7 8 9 10

2. Work sheets -- tracing numbers, match picture and symbols
3. Writing numbers by rote
4. Association of numbers with objects -- beads, seeds, pegs
5. Sum of "How Many." Teacher holds a card with a number of pictures, student writes the number
6. Reading and making calendars
7. House numbers
8. Telephone numbers
9. Thermometer and temperature chart
10. Number pages in books
11. Score chart for game
12. Place value cans or jars for larger group activity



cans and ice cream sticks

13. Place value box for more permanent use. Use ice cream sticks
14. Number Board -- a board 24" by 36" for base. Mark 100 2" by 3¼" spaces. Put hook on each square. Make 100 cards with numbers from 1 to 100. Students place in proper box.



15. License tags
16. Speedometer

IV. Arithmetic Skills

Teaching the four fundamental arithmetic skills must be planned to include incidental learning and a systematic program of direct teaching.

Learning and understanding the basic number facts must be meaningful, based on daily needs and situations rather than mechanistic memory work.

A. Addition and Subtraction Mechanistic

Pupils must first learn the meaning of addition and subtraction and then (only after each can be identified) the basic facts may be presented as groups or number families. The use of concrete objects must be used to develop meaning. Move from the concrete to pictures, charts, and figures. Only after the child understands the process are the facts learned as a separate memory item.

B. Skills to be developed

1. Understanding of addition
2. Understanding of subtraction
3. Basic addition facts
4. Basic subtraction facts
5. Carrying to tens place
6. Borrowing from tens place
7. Progress to more difficult number experiences as need arises can be accomplished without excessive pressure on the child

C. Suggested Activities

1. Use of blocks, seeds, etc. to combine numbers
2. Writing and reading number combinations, horizontal and vertical

$$2 + 1 = 3 \qquad \begin{array}{r} 2 \\ +1 \\ \hline 3 \end{array}$$

3. Use of visual aids -- board, flash cards, counting frame, games, scores
4. Work sheets for practice
5. Buying and selling -- play store, saving stamps
6. Games, such as fish pond

D. Multiply and Divide

Multiplication concepts are an outgrowth of addition facts, as two 2's, two 3's, etc.

Division concepts are related to multiplications facts and should be taught in pairs as they relate to the corresponding facts. Multiplication and division should be introduced with the use of concrete objects in meaningful ways to meet needs and abilities as applied in social situations. Automatic responses of facts come only after understanding and meaningful practice.

E. Skills to be Developed

1. Understanding the meaning of multiplication
2. Understanding the meaning of division
3. Read and write the symbols as: x, ÷,)‾‾‾‾
4. Basic multiplication facts
5. Basic division facts
6. Multiply and divide problems as they apply to their social need
7. Progress to more difficult problems with understanding

F. Suggested Activities

1. Use of visual aid -- flash cards, grouping beads, pegs, etc.
2. Problem solving applied to social situations -- cost of shows, parties, etc.
3. Use of electric number board
4. Flannel board
5. Peg board
6. Number wheel
7. Spinner wheels
8. Individual study pockets chart

V. Telling Time

The child gradually begins to recognize the value of time through meaningful and actual situations. He begins to recognize the months and days through continuous use. The extent to which the concepts can be developed depends upon the ability of the child.

A. Skills to be developed

1. Develop the ability to tell time
   a. hour
   b. half hour
   c. quarter hour
   d. five-minute intervals
2. Know twenty-four hours in a day
3. Understand A.M. and P.M.
4. Develop the relationships and meanings of calendar experiences
   a. four seasons
   b. twelve months in year
   c. seven days in week
   d. day of week
   e. fifty-two weeks in year
   f. century is 100 years
   g. understanding meaning of A.D. and B.C.

B. Suggested acitivites

1. Study physical features of the clock, numbers, hands, minutes
2. Draw clock on paper plate -- make movable hands with added cardboard
3. Use a real clock to show relationship of movement of hands to hours and minutes
4. Television and radio listings
5. Clock charts to show recess time, school time, etc.
6. Invitations giving time, date, etc.
7. Daily plans and time schedules

8. Make play watches
9. Make perpetual calendar showing days, date, month, weather, and seasonal picture
10. Birthday calendar for the students
11. Plan vacations
12. Study ways the people of long ago, Indians, etc., told time
13. Clock with Roman Numerals

VI. Measurement

A child begins to understand the meaning and need of measurement from association with actual situations in the home and school.

A. Concepts to be developed

1. Size of 1 inch and ½ inch
2. 12 inches equal 1 foot
3. 3 feet equal 1 yard
4. Size of pint
5. 2 pints equal one quart
6. Four quarts equal one gallon
7. Size of a cup and ½ cup
8. Size of teaspoon and tablespoon
9. 16 ounces equal 1 pound
10. Read and understand a simple thermometer

B. Suggested Activities

1. Sharing together -- cooking, baking, gardening
2. Measuring the room, curtains, etc.
3. Make cookbook
4. Play store
5. Mix paint, art supplies
6. Keep weight and height chart
7. Measure play area, hop scotch, ball field
8. Visit cafeteria and see measurements used
9. Make charts to show size relationships
10. Bulletin boards -- cutting letters
11. Hobbies -- sawing, hammering, building
12. Reading and following recipes

VII. Money

Children begin using money at a very early age. Children realize money is used to buy things without realizing the value of money and the relationship of one coin to another. Ideas and understanding the money value are developed by practice in

meaningful situations where actual money is used. Children will learn by feeling, seeing, and practicing.

A. Terms and values to be established

1.	One penny	1¢	$ .01
	Nickel	5¢	$ .05
	Dime	10¢	$ .10
	Quarter	25¢	$ .25
	Half Dollar	50¢	$ .50
	Dollar	100 pennies	$1.00

2. Dollars and cent signs -- $, c
3. Writing money symbols, using decimals

B. Suggested Activities

1. Buying and selling in a store, making change
2. Use of cash register
3. Collecting show money
4. Lunch money
5. Selling seeds
6. Saving stamp program
7. Post office
8. Treasure reports
9. Grocery list -- use of paper

VIII. Fractions

Children develop concepts of whole and fractions before school. Terms and values are often misunderstood in play, such as "the big half, etc." The written numerical term should be used with the spoken word to develop understanding.

A. Concepts to be developed depending on the ability of the child

1. A whole
2. The relationship of the fractional part 1/2, 1/3, 1/4, to a whole
3. Addition and subtraction of simple fractions
4. More difficult concepts as need arises and pupils develop understanding

B. Suggested Activities

1. Cutting paper into equal parts
2. Use of visual aid, felt board
3. Use of Hershey candy bar to see equal parts
4. Use of interlocking circles to show equal parts

INVENTORY OF NUMBER EXPERIENCES

	NAME	NAME	
Route Counting to 10 to 20 to 50 to 100			
Rational Counting to 10 to 20 to 50 to 100			
Reading and Writing Numbers to 10 to 20 to 100 to 500 to 1000			
Reading Number Words one to five five to ten ten to twenty 20 to 30 - 50 50 to 100 one hundred thousand			
Ordinals first-tenth tenth - 30th 50th one-hundredth			
Counting by Multiples by 2's to 20 by 2's to 50 by 2's to 100 by 5's to 25 by 5's to 50 by 5's to 100 by 10's to 50 by 10's to 100			

	NAME	NAME	
Money Values penny nickel dime quarter half dollar dollar $			
Addition Facts 15 basic facts to sum of six 45 basic facts combinations to 10 100 basic add. facts adding two-place nos.			
Subtraction 15 basic facts to minuends of 6-10 100 sub. facts borrowing from tens			
Multiplication knows facts-- 2's 3's 4's 5's 6's 7's 8's 9's mul. 2-place nos. mul. 3-place nos. carrying once			
Divide basic facts -- 2's 3's 4's 5's 6's 7's 8's 9's			

	NAME	NAME	
even division of 2-place numbers			
even division of 3-place numbers			
uneven facts			
Measurement			
inch			
foot			
yard			
cup			
pint			
quart			
gallon			
teaspoon			
tablespoon			
pound			
ounce			
Fractions			
meaning of:			
one-half			
one-fourth			
one-third			
one-fifth			
one-sixth			
one-eighth			
add simple fractions			
sub. simple fractions			
Time			
telling on hour			
half hour			
quarter hour			
five-min. intervals			
min. intervals			
o'clock			
A.M.			
P.M.			
birthdate, age			
Calendar			
days			
weeks			
months			

	NAME	NAME
year		
century		
seasons		
winter		
summer		
fall		
spring		
holidays--as they arrive		
Thermometer		
read thermometer		
degree		
freezing 32		
boiling		
warm & cool relationship		
hot--cold		
Vocabulary		
know meaning of:		
add-in all together		
subtract		
remain		
take away		
sum		
plus		
minus		
x		
)		
+		
-		
multiply		
divide		
total		
equal		
NUMBER CONCEPTS		
Size		
thick, thin		
many, few		
big, bigger, biggest		
large, larger, largest		
small, smaller, smallest		
tall, taller, tallest		
long, longer, longest		

	NAME	NAME	
short, shorter, shortest high, higher, highest least, most wide, narrow heavy, light			
Time before, after today, tomorrow, yesterday early, late afternoon, morning, evening A.M., P.M. week, month, year night, day noon next			
Location above, below on, off back, front outside, inside far, near first, last in front of, between, behind below, above beginning middle, end north, south, east, west up, down left, right			
Weight heavy, heavier, heaviest light, lighter, lightest			
Speed slow, slower, slowest fast, faster, fastest			
Quantity less, more, many few, fewer pair, couple some, none empty, full less than, more than			

	NAME	NAME	
whole, part jar full, glass full, cup full			
Form			
square circle round straight curved triangle rectangle			
Money			
cost pay, paid sell price			

SCIENCE

The science program for the retarded child deals largely with materials in the immediate surroundings of the child. There is no limitation as to what can be taught. Just as the social studies units come from the needs and interests of the pupils, so do the science studies.

We are not trying to make scientists out of the retarded students, but we do want to acquaint them with their surroundings, to teach them to observe and make simple generalizations.

It is the teacher's responsibility to organize and stimulate the student's interest. Student's curiosity can be aroused by presenting problems, providing books and pictures, and helping develop a science table. This science table should have permanent equipment such as magnets, prisms, rocks and shells, magnifying glass, fish, and plants. The children will contribute many interesting articles such as insects, leaves, snakes, toads, and pets.

The science program should also provide students with the opportunity to take apart, build, investigate, manipulate, put together, and make things. Many simple toys are available for this purpose. Many articles such as wire, batteries, wood, jars, soda, vinegar, balloons, hammers, beads, rubberbands, and tin cans may be used in experiments.

Much of the science study will be seasonal, therefore easy to integrate with other curriculum areas such as language, social

studies, art, safety and health. It is difficult to schedule a regular science period each day. Much can be gained through incidental teaching in connection with other subjects or keeping daily charts and records. Often a social studies unit and a science unit are combined to include a Social Living Activity.

A social living or science study can be presented in many ways

1. Teacher read material to class
2. Class discussion
3. TV and film
4. Students performing experiments
5. Teacher performing experiments, class observation
6. Individual study
7. Group study and activities

I. Fall

A. Note the changes in the weather, cooler days, bright sunsets
B. Collect many kinds of leaves – Mount and label for display – Read to discover "Why leaves change color"
C. Report on how animals prepare for winter
D. Keep a daily log of time the sun sets each evening – Discover by reading "Why do days become shorter"
E. Collect pictures and demonstrate to show how people prepare for winter
F. List, discuss, and participate in autumn sports and family fun
G. Keep a weather chart to show temperature changes
H. Perform science experiment to show frost and effect of frost
I. Study and observe birds migrating south and animals hibernating
J. Collect newspaper articles, noting foliage tours
K. Take seasonal walks – Students (with teacher's help) outline a short tour around school to observe evidence of seasonal changes – Students keep a list of all interesting observations such as birds going south, leaves in park turning yellow, acorns on trees, cattle in nearby field with heavy fur.

II. Winter

A. Note the change in weather, gray sky, cold north wind, shorter days
B. Observe that most trees have dropped their leaves, but the trees that stay green are evergreens – A good time to study more about the Christmas tree, (where grown,

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care of, planting, and replanting)

C. Read to find "What makes snow -- How many points a snowflake has" -- Cut snowflakes from paper
D. Take seasonal walk -- Compare notes to those taken while on the autumn tour
E. Collect pictures to show how our activities change during winter -- homes heated, warmer clothing, hot foods, medicine
F. Draw and paint a mural showing birds and animals that stay with us all winter
G. List and participate in winter sports and family fun -- playing in the snow, sledding, basketball, popcorn parties, taffy pulls, hunting

III. Spring

A. Note the changes in the weather, longer, warmer days, cloudy skies, southerly winds, spring storms, rainbows
B. Keep a record of the amount of rainfall, use rain gauge
C. Keep a bird chart -- Note kind of bird, when and where first seen
D. Begin insect collection
E. Spring tour: note the change in trees, insect sounds, bird calls and songs, animal babies, spring flowers, gardens, grass
F. Plant a class garden, may be an area of the school yard or a box garden in the room -- Start seeds in egg shells or paper cups; use for Mother's Day presents
G. Participate in spring sports and family fun, kite flying, fishing, picnics, baseball

IV. Summer (Pre-summer activities)

A. Discuss what changes in the weather we can expect during the summer, how we dress and what we do to stay comfortable
B. Teach or review the rules for summer safety
   1. Swimming
   2. Bicycle riding
   3. Camping
C. Discuss and provide students with information concerning leisure activities during vacation months
   1. Park programs
   2. Youth programs -- "Y"
   3. Summer school
   4. Library
D. Discuss and locate on map the places children will visit during vacation time

1. Family trips
2. Children's visits
3. Scout camps

V. Other possible units for study

A. Animals
   1. Pets
   2. Farm
   3. Woods
   4. Zoo
   5. Water
B. Plants
C. Insects
D. Weather
E. Simple machines
F. Sound
G. Senses
H. Pre-historic animals
I. Fire and its use
J. Rocks
K. Shells
L. Aquarium
M. First aid
N. The sun and stars

SCIENCE UNIT
HOW WE ENJOY AND CARE FOR OUR SMALL PETS

I. Purpose

This unit offers an opportunity to teach children to care for their pets, appreciate the pleasure of caring for a pet, provides and develops a sense of responsibility for the care and safety of the pet. Also, it teaches the danger of playing with stray animals.

II. Approach

A. Display small toy dogs collected from cereal packages
B. Bulletin board display of magazine pictures
C. Survey class to see how many have pets and the kinds of pets
D. Provide a room pet -- fish, parakeet, canary, turtle

III. Teacher Pupil Planning

A. Children discuss their pets and bring toy animals or pictures to share with others
B. Students make list of things they would like to know about animals
C. Form committees and assign duties

D. Collect pictures and books
E. List the various kinds of pets and the care each needs

IV. Suggestive Outline for Study

A. All pets need care
   1. Pets must be kept clean
   2. They need water and food daily
   3. Pets need fresh air
   4. Pets need love and humane treatment
   5. Many pets need medical care
   6. All pets need a place to stay
   7. Some pets need exercise and play

B. Dogs
   1. All dogs are not alike, collect pictures of different breeds
   2. Some dogs work, such as hunting dogs, cattle and sheep dogs, army dogs, and seeing eye dogs
   3. Dogs use sense of smell, hearing, and seeing
   4. Dogs bark and whine to communicate
   5. Dogs become devoted to masters
   6. Dogs need clean, dry place to stay
   7. Dogs need good food
   8. We need to brush dogs and use flea powder often -- do not give dogs many baths
   9. Keep dogs off the street, let them run in a fenced yard
   10. Buy a tag each year and vaccinate when needed
   11. Little dogs are called puppies, several born at the same time are called a litter
   12. Training
      a. Dogs can be trained to do many tricks
      b. Train dogs when they are puppies
      c. Be kind and gentle while training. Reward the dog when he has learned a trick.
      d. Discuss obedience schools for dogs

C. Cats
   1. All cats are not alike; collect pictures of different breeds
   2. Lions and tigers belong to the cat family
   3. Cats are usually house pets; the only work a cat does is to catch mice
   4. Cats meow and purr and scratch to communicate
   5. Cats use their whiskers to feel, claws to climb
   6. Cats can see at night
   7. We should brush the fur – Do not bathe often
   8. Cats like fish and liver, give them good food

9. Little cats are called kittens
10. Cats need to be kept clean – many people are allergic to cats

D. Fish and Turtles
1. There are many kinds of fish we can keep in an aquarium
2. Tropical fish need extra special care
3. Goldfish are most common fish for pets
4. Clean bowl often
5. Feed daily, do not overfeed
6. Keep moss and fern in bowl
7. Do not play in the water; fish need clean water
8. Small turtles need a rock to climb over; do not put much water in the bowl
9. Small turtles hibernate
10. Feed the turtles in water; they eat flies and insects
11. Fish and turtles do not make noise or sound to communicate

E. Birds
1. Common tame birds are canaries and parakeets
2. Some people have tamed parrots and crows
3. Some parrots and crows can be taught to talk
4. Parakeets can be trained to talk and do tricks
5. Canaries sing
6. All birds need clean cages
7. All birds need water and food
8. Birds eat seeds, apples, and vegetables
9. Birds lay eggs and hatch their young

F. Other Pets
1. Rabbits — need clean water and food, live in hutches out of doors, often raised for fur
2. Hamsters — need a clean place to stay, clean water and food. Stay indoors
3. East Ducks and Chickens — need gentle care, clean water, seed and grain; must be kept warm and stay in sunshine — when ducks become grown and no longer be cared for at home, the zoo will accept them.

G. Wild Animals

Some wild animals can be tamed and become good pets. It is usually undesirable to try to keep a wild animal very long. They are unhappy in a cage and often refuse to eat, therefore die. We should not take a baby animal from its mother.

V. Skills

A. Art
   1. Draw picture of pets
   2. Make a mural showing pets in neighborhood
   3. Make a stick-puppet pet, let the pet tell its life history
   4. Make posters stressing the care of pets
   5. Make posters for Be Kind To Animal Week, usually in April
   6. Cut pictures from magazines to show good food for each pet
   7. Make clay model of favorite pet
   8. Make paper mache animals to use as toys

B. Language
   1. Write letters to feed companies, cat food manufacturers, and bird seed companies for free literature on care of pets
   2. Show and tell using camera pictures of pets
   3. Write the life history of pet
   4. Read stories
   5. Write articles for school paper or bulletin board pertaining to Be Kind To Animal Week
   6. Write invitations to parents and other groups inviting them to the pet show
   7. Write original poems and rhymes about pets
   8. Compare the life of a domestic cat to that of a lion or tiger
   9. Write to Humane Society or Dog Pound for free literature
   10. Use telephone to call city hall for cost of dog tag
   11. Vocabulary enrichment

pets	bathe
animals	responsibility
vaccinate	litter
tag	puppy
domestic	kitten
cage	tame
communicate	wild
sense	train
whine	protect
purr	master

C. Arithmetic
   1. Measure size of dog house or cage
   2. Build a hutch, dog house, or cat scratch pole, using measurements
   3. Keep record of cost of pet food, vaccinations, and

tag
4. Call pet shop to compare cost of several pets
5. Read the want ads to find cost of pets

D. Health and Safety
1. Discuss the reason for vaccinating dogs and cats for rabies
2. Collect labels from cat and dog food cans -- Compare contents with our food
3. Discuss the reason for keeping pets in fenced yard
4. Encourage children not to play with stray dogs

E. Music
1. Sing and learn many songs such as "How Much is the Doggie in the Window?"
2. Listen to records of bird calls

F. Social Studies
1. Locate on map the places where we find lions and tigers
2. Locate places where dogs do a lot of work: Switzerland – Saint Bernard, Alaska -- Huskie, and Montana -- Sheep dog

VI. Activities

A. Have room pet -- Students take turns caring for it and keeping a record of the food, water etc.
B. Hold a pet show -- Each child brings his pet to share with the other students. Care should be taken to keep animals separated, use boxes and cages
C. Collect pictures for bulletin board display
D. Visit the zoo -- Compare the care of the zoo animals with the care of our pets
E. Invite local veterinarian to visit class and discuss care of pets
F. Visit local humane society or dog pound
G. Visit a pet shop or tropical fish aquarium
H. Make a booklet with pictures, stories and poems about pets
I. Make ribbons and wear them, stating I am kind to my pet
J. Display Be Kind To Animal Week posters

VII. Culminating Activity

A. Invite parents and other classes to share the pet show. Students can have pets do tricks
B. Display pictures of pets in hall of school for others to see
C. Encourage all students in school to participate in Be Kind to Animal Week by displaying posters

VIII. Evaluation

Children learn to share something that is theirs with others. Students develop an appreciation for their pets and realize if we are to enjoy our pets and receive their love and protection, we must care for them, provide them with good homes and food.

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Films

Care of Pets
Animals in Spring
Animals in Winter

THE ARTS

The Field of Arts is an important area for mentally handicapped children. These areas offer the children many opportunities for developing creative abilities, muscle

coordination, self-confidence, and pleasure of expression.

Included within the general area of art, are activities in: (1) Music, (2) Play activities, (3) Drama, and (4) Arts and Crafts. Each of these will be discussed individually, yet there are certain points which apply to all areas.

The mentally handicapped child lacks the creative ability of the average child, and for this reason his activities should be somewhat directed at the beginning. As he learns to handle various media and develops his imagination, he will soon need only the equipment and time available to him to thoroughly enjoy and gain from activities in all of these areas.

Activities in the Arts may be correlated with the units and activities in other subjects, or they may be enjoyed strictly for their own value. The program should be well balanced with the skills for the child to gain as much as possible from his school environment.

I. Music

A. Introduction

The value of music in varied forms can scarcely be overestimated. Through it may come the release of pent-up emotions, the development of an innate ability on the part of some, and the sheer joy of singing, playing, or listening on the part of all. Music is a means of expression of which no one is utterly deprived, and it should be used to make the retarded child happy through appreciation and participation.

Most mentally retarded children enjoy singing, even though some may be limited to humming a tune. The child's ability in this area usually excels his academic accomplishments. Sometimes it seems best to teach songs by the rote method, no attempt being made to teach the words correctly until the melody is familiar. At other times it is quite feasible to teach words and music together, and some groups do well even in simple part singing. Accompaniment by the piano or by a band comprised of the pupils can add to the zest of the activity.

Harmonica bands, toy orchestras, and other instrumental and vocal means have been used to develop in the children the joy of creating music and rhythm. Wind instruments can be played by some children who are intellectually subnormal. Some outstanding results have been achieved by teachers who are musically inclined.

The phonograph and the radio are both valuable as a means of assistance and inspiration in the development of musical appreciation and also as a means of furnishing accompaniments. A teacher who is fortunate enough to have access to these instruments can employ them to good advantage.

Correlation with experiences of the day is desirable here as in

all art media. A period set apart for music without relation to anything else may be fun while it is going on. However, if it is related to an experience unit, through the selection of songs and music that are important to the content of the unit, the messages will carry over far more effectively into the life of the child.

Music can make a valuable contribution to the development of the elementary educable mentally handicapped child by:

Providing experiences for self-expression (creating games, playing instruments, rhythms, and dancing)

Providing experiences for intellectual stimuli (listening, singing, making jungles, simple tunes)

Providing a wholesome means for the release of tensions and emotions (rhythms, singing games, dramatization, rhythm band)

Providing situations for social growth and feeling of success in group activity by sharing at school, home, and community (use of leisure time, assembly programs, Y activity program, pantomines, original plays)

Music is an art in itself. We are not trying to develop musicians and musical artists, we are trying to add to the wholesome development of the child. Music can be used to enrich the complete program in school and out of school. Therefore, a variety of music activities must be planned and included in the program in order that every child may find some phase of music he can appreciate and enjoy.

B. Experience Areas

1. Listening

The teacher must help the child grow in listening ability. First they "learn to listen" and then they "listen to learn." Good listening habits such as sitting in a comfortable position, paying attention, not talking, etc. should be formed. Children must have a purpose for listening. Listening creates interest and takes place in all phases of music activities. In developing listening activities, the use of "live" vocal and instrumental material should be used as well as radio, etc.

Activities

Listen to radio programs designed to offer "good" music
Television
Film
Tape recorder – listen to own voice
Visiting symphony concerts
School programs
Record players – stories, songs, instruments

Listen to nature -- birds, animals
Listen to teacher's voices
Listen to other children play or sing

2. Singing

A child who learns to talk can learn to sing. The extent to which the talent can be developed will depend upon the age, ability, musical experience, and background of the child.

The singing experiences are imitations of what is heard. The teacher's concern is to guide the singing development by providing an abundance of singing experiences, using well selected material and activities.

Children have varied experiences and abilities. Many are shy, inhibited, and feel they cannot sing at all. The use of familiar songs, jingles, and rhymes can be used to motivate the least musical and shy child to participate in singing activities. The songs used should have simple melodies, repetitious lyrics, and be enjoyable.

Activities

Singing, chanting, humming familiar sounds (rain, wind, cars, train)
Learn by rote short songs within the child's comprehension and voice range
Sing alone to others in informal programs or opening exercises
Group singing
Learn and dramatize songs related to other activities
Learn and play singing games
Sharing with others songs learned at home or in out-of-school activities (scouts and church)
Finger plays develop coordination and create desire to learn songs by rote
Quiet listening to descriptive music

3. Rhythmic Experiences

Rhythmic experiences play a vital part in child development. It is a way by which children can express themselves wholeheartedly, release tensions, participate in group activity, and respond physically and emotionally to moods and motion.

To help develop a rhythmic sense, a wide variety of music and activities must be used, varying with ability and maturity of the child.

Activities

Use of records to encourage motor responses such as skipping, galloping, falling, clapping, tapping,

hopping, leaping, walking, running, turning
Exercises to music such as stretching, bending, whirling, swaying, and swinging
Expression of feelings, interpretations and beautiful graceful movements by using aids such as scarves, stick horses, streamers, seesaws, balls, jumping ropes
Use of action songs and singing games
Use of rhythmic dramatization and pantomine
Clopping music rhythm and phrasing with hands
Learning folk dances and square dances
Choral reading and reciting the words to songs

4. Creative Experiences

Creativity in music is more extensive than composing and writing original music. It involves finding and experiencing something new by listening, doing, and thinking. It is a part of our daily life. The teacher's responsibility is to provide an appropriate environment and the materials with which a child can act out his feelings.

Activities

Develop chants and songs to be used in sports and games
Listening to records and recordings and interpreting moods, emotions, and feelings
Create dance patterns
Construct and use instruments
Use of rhythm band instruments
Create sound by using materials at hand--wood, steel, skin, bottles
Create music and sound effects for original plays and puppet shows
Create actions to use with songs
Develop finger plays to use with poems
Use of instruments--depending upon the ability, experience, and needs of the child

A. Shakers & Rattles--

Made from salt boxes, with a piece of doweling run through and thumbtacked, and from cottage cheese cartons. These were sealed after several dried beans, pieces of macaroni, etc., were placed inside. They were

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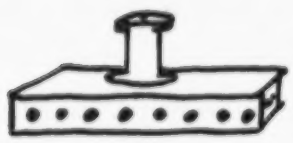

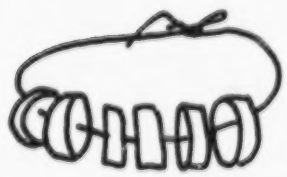

then covered with paper that had been previously cut and decorated.

B. Drums--

Made from several sizes of oatmeal boxes as well as metal coffee cans. These were sealed together and covered with paper that had been previously cut and decorated.

C. Rhythm Sticks--

Pieces of doweling, cut in 12-inch lengths, sanded and painted.

D. Sand Blocks--

Wooden blocks that had been cut into squares, sanded, and the bottoms covered with light sandpaper after the block was painted. Door knobs or empty thread spools are used for the handles.

E. Rattles--

Made from Christmas bells threaded through or sewn to strips of elastic cut to fit over the hand.

F. Rattles--

Made from bottle caps with holes punched in the center of them and threaded onto a heavy string.

G. Shakers--

Made from metal salt shakers, filled with rice, beans, gravel, etc., sealed and painted. These are particularly good because of the metal handle.

ARTS UNIT
MUSICAL INSTRUMENTS

I. Introduction

This unit covers some of the various musical instruments -- their shapes and sounds, their relationship to other instruments, the feeling and meaning we can develop through an appreciation of music, the sounds in nature which are reporduced in musical instruments, and a general introduction to music and its instruments.

This unit is designed as an aid to the teacher whose students may attend symphony concerts.

II. Objectives

A. General
   1. To associate sound with objects
   2. To develop an interest in the sounds of nature which can be associated with sounds of musical instruments
   3. To learn to recognize the shape and sound of the various instruments
   4. To provide recreation in adulthood

B. Specific
   1. To develop music appreciation and participation
   2. To learn to listen and enjoy various types of music
   3. To develop free rhythmic expression to music

III. Outline of Contents

A. Background

Discussion of the first music and the development of musical enjoyment as well as the instruments.

B. General types of instruments
   1. String
      a. Piano
      b. Cello
      c. Violin
      d. Banjo
      e. Guitar
      f. Bass Fiddle
   2. Percussion
      a. Drum
      b. Bell
      c. Tambourine
   3. Wind
      a. Cornet
      b. Saxophone
      c. Flute

d. Fife
e. Trombone
f. Bugle

The following should be discussed for each of the above instruments:

1. What does it look like?
2. What does it sound like?
3. Can we make one like it?
4. Does it have a comparable sound in nature?
5. How does it sound with other instruments?
6. What family does it belong in?

IV. Initiating the Unit

A. Background material

The following questions should be asked and the answers discussed:

1. Who has been to the Symphony or some other type of concert program?
2. Who has played a musical instrument? A real one? A toy one? Has he ever taken lessons?
3. Who has been to a parade and seen the bands marching?
4. Who has a musical instrument in his home? Who plays it?
5. Who has heard sounds in nature that seem to be music?

B. Orientation and Motivation

Play a light symphonic record to stimulate interest and develop motivation. This should easily lead to a discussion of the instruments they heard in the record.

V. Learning Materials and Activities

A. Pictures of the various instruments
B. Records (complete list included with bibliography)
C. Musical instruments, real and toy
D. Stories about music
E. Rhythm instruments
F. Correlation with other subjects
   1. Language Arts
      a. Reading
         (1) Reading stories about music and instruments
         (2) Reading sentences printed on the board about the various instruments
      b. Speaking
         (1) Learning to pronounce the names of the various instruments

(2) Placing these names in the speaking and listening vocabularies

c. Writing
Writing or printing the names of the instruments; sentences and stories about them

d. Listening
Learning to distinguish between the different instruments and different types of music.

2. Art
   a. Drawings of the instruments
   b. Drawings of the stories some of the records tell
   c. Making rhythm band instruments
3. Dramatics
   a. Acting out the story records
   b. Development of the creative ability
   c. Development of the ability to sense the feeling of music and put this feeling into actions
4. Mathematics
   a. Learning the number of groups of instruments
   b. Learning the number of instruments discussed within a group
   c. Correlation with art to draw the number of instruments asked for in an assignment
5. Physical Education
   a. Rythm band activities
   b. Dramatizations
   c. Mimetic play
   d. Tin Soldier March, Doll Dance, Jumping Jack, etc.

VI. Culminating Activities
   A. Completion and playing of the rhythm band instruments
   B. Sentences and stories about an instrument
   C. Compilation of drawings and stories
   D. Diagram of a Symphony Orchestra

VII. Evaluation
   A. Teacher
      1. Have the objectives been accomplished?
      2. Were there other materials that should have been included?
      3. Did they understand the purpose of the unit?
      4. Could other culminating activities have better accomplished a "good" ending for the unit?

B. Students
   1. Did they enjoy the unit?
   2. Did they gain as much as possible from the unit?
   3. Do they actually know the various instruments and their sounds now?

Films which could be used with this unit include:

DESIGN TO MUSIC--ele., 6 min., sd., col.
FIDDLE DE DEE--pr., ele., 13 in., sd., col.
HEARING THE ORCHESTRA--ele., 20 min., sd., b & w.
HOW WE WRITE MUSIC--ele., 18 min., sd., b & w.
INSTRUMENTS OF THE ORCHESTRA--ele., 20 min., sd., b & w.
LET'S ALL SING TOGETHER--PARTS I-V--each film--ele., 11 min., sd., b & w.
MELODY IN MUSIC--ele., 13 min., sd., b & w.
MUSIC IN AMERICA--ele., 20 in., sd., b & w.
PERCUSSION GROUP--ele., 10 min., sd., b & w.
RHYTHM AND PERCUSSION-pr., 10 min., sd., b & w.
RHYTHM--INSTRUMENTS AND MOVEMENTS--pr., 10 min., sd., b & w.
RHYTHM IS EVERYWHERE--pr., ele., 10 in., sd., b & w.

These films are all listed from the Educational Films Catalog, Oklahoma City Public Schools.

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Drummer Man (Album). Played by Gene Krupa. Verve Records No. MGV 2008.

Grinding Corn--The Sunrise Dance from Indian Songs and Rhythm (Album) The American Singer, Book II, Decca Records in conjunction with the American Book Co., Record No. ABC 13002.

The Syncopated Clock--Who'll Tie the Bell, Rosemary Clooney and the Percy Faith Orchestra. Columbia Records CO45632 No. MIV 109.

Boogie Woogie Etude--American Concertette Blues, Morton Gould. Played by Jose Iturbi. RCA Victor Records No. DM 517.

Rusty in Orchestraville (Album). Played by Billy May. Capitol Record Corp., Englewood, N.J.

The Complete Orchestra. Wheeler Beckett Orchestra. Music Education Record Corp., Englewood, N.J. Columbia Records No. XTV 25861.

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II. Crafts

The teacher should be aware of the stages of development in the field of art if she is to determine the functioning level of the child. According to Viktor Lowenfeld these stages are as follows:†

A. The First Stages of Self-expression
   Scribbling Stages (2 to 4 years)
   1. Disorderly scribbling
      a. Uncontrolled lines on paper
      b. Should never be interrupted
   2. Controlled scribbling
      Child not capable of motor coordination tasks such as eating, dressing, etc.
   3. Naming of scribbling
      Connects meaning with his scribbling
   4. Clay good for use during scribbling stage
      a. Beating corresponds to disordered
      b. Breaking into pieces corresponds to controlled
      c. Saying lump of clay is airplane, etc., is equal to the naming of scribbling

†Passim. Lowenfeld, Viktor, Creative and Mental Growth, (Rev. Ed.), New York: The MacMillan Company, 1952. (By permission)

B. First Representational Attempts
Preschematic Stage (4 to 7 years)
1. Child now ready to build up new concepts of form, to enrich his form symbols
2. First development of representative symbols
3. A representative symbol consists of geometric lines, which when isolated from the whole lose meaning
4. First relationships of color determined by emotional qualities appear

C. The Achievement of a Form Concept
Schematic Stages (7 to 9 years)
1. A pure schematic representation is a representation with no intentional experiences represented
2. The human schema is the form concept of a man at which the child has arrived and which he repeats again and again whenever no intentional experiences influence him to change his concept.
3. Introduction of base line
4. Draws X-ray pictures when inside represents more, emotionally, than does the outside
5. Clay good at this time

D. The Dawning Realism
The Gang Age (9 to 11 years)
1. Greater awareness of self
2. Confidence in own work shaken by the significance of environment
3. Space between base lines has meaning
4. Introduction of crafts from decoration–only standpoint

E. The Pseudorealistic Stage
The Stage of Reasoning (11 to 13 years)
1. Preparatory stage to the approaching crisis of adolescence
2. Intelligence of adult-emotions of child
3. Visually minded child concentrates more on the whole
4. Non-visually minded child concentrates more on details
5. Beginning awareness of proportion

F. The Period of Decision
The crisis of adolscence as seen in creative activity
1. Representation more related to reality
2. The method of art is good if it brings out the innate qualities of an individual by developing self-confidence and the desire to go ahead

The ages referred to above are chronological ages of average children. This would imply that the mental and chronological ages of these children are the same. Children in special education classes are generally 2 to 4 years retarded in mental growth. This must be considered when using the ages shown on the development chart above.

It is hoped that this will give the teacher some idea of the stages through which the child passes. Activities should be related to the functioning levels of the child.

III. Activities

A. Colored Chalk
   1. Free drawing on large sheets of newsprint used on easel
   2. Simple design drawing
   3. Using colored chalk on colored construction paper. Snow pictures are especially good
   4. Colored chalk on wet construction paper
   5. Murals
   6. Chalk on sandpaper
   7. Chalk on string
   8. Chalk over textures
   9. Charcoal fixative should be used on all chalk work
   10. Buttermilk painting
       Spread buttermilk thinly on manila drawing paper. Color with chalk. When dry the buttermilk acts as a fixative and makes the chalk colors more vivid.

B. Crayons
   1. Large Kindergarten type crayons are best
   2. Large sheets of newsprint
   3. Book covers
      a. Book Week
      b. Unit materials
   4. Stenciling
   5. Melted crayon art
      Good use for scrap crayons. Shave into small pieces and iron between folded pieces of paper. Produces interesting designs.
   6. Crayon painting
      Heat end of crayon over hot plate. "Paint" on colored paper with almost melting crayon.
   7. Crayons on textiles
      Crayons can be used as a textile paint by coloring on cloth and ironing with hot iron between two sheets of newspaper.
   8. Wax resist washes
      Draw design heavily in bright colors, leaving paper

blank where solid areas are desired. Float black poster paint or colored water-proof ink over the entire surface.

9. Crayon "etching"
   Cover a smooth finished paper with several heavy coats of wax crayon. Scratch a design through the different layers with an orangewood stick.
10. Transfer designs
    Outline design heavily on back of paper with wax crayon. place face down on paper or cloth and press with hot iron.

C. Finger Paint

Should be used with small groups at a time. Large sheets of newspaper should be used on the desks or a table with a washable surface used.

Finger paintings have a variety of uses. A few are:

1. Expression of design
2. Book covers
3. Waste basket covers
4. Invitations
5. Wall hangings
6. Telephone book covers
7. String painting

Commercial finger paint may be purchased or it may be made in the classroom by mixing 1 cup laundry starch, 1 qt. boiling water, 1 cup soap flakes and paint--poster or powder.

D. Ceramics

This is a wide open area for slow learners. With some direction they can make many attractive and useful items. Some suggested activities are:

1. Molded pieces
2. Free form work, ash trays, candy dishes, animals
3. Tiles
4. Mosaics
5. Jewelry

For further information the teacher can refer to the many ceramic books and supply houses available.

E. Paper Mache

Paper mache articles are light in weight, hard and strong; and they can be decorated with poster or powdered paint. This is an activity which the children can enjoy and which has many uses.

A basic recipe for making paper mache is as follows:

Three large sheets of newspaper will make about one cup of pulp. A large quantity of pulp can be made and

stored. Add paste only on the day that the pulp is to be used, since paste becomes moldy in a short time.

The newspaper can be reduced to pulp in various ways. One method is:

Crumple sheets of newspaper one at a time and put into a pail of water. Be certain that all paper is thoroughly wet. (If the paper is soaked for an hour or longer the work will be easier.) Pour off the excess water.

Pound and grind the paper into pulp, using the ends of two sticks, one in each hand. Continue the rubbing or pounding until the pulp is very fine and no bits of *newspaper can be seen.*

Put the pulp into a cloth and squeeze to remove as much water as possible. Store the moist pulp in a covered container until needed.

When ready to use, add dry wheat paste and water until you have a dough-like consistency. This can be used for fruit, animals, covering flower pots and trays, hand prints, picture frames, 3-dimensional pictures, etc. Larger items such as life-size animals may be made over a wire or rolled newspaper skeleton, This will dry in approximately 3 to 4 days and then can be painted with tempera, shellac, or enamels.

F. Fun-Box Activities

The teacher and children can work together on a collection of odds and ends which can be used to many advantages by the children. Such items as discarded paper bags, paper doilies, cardboard, wrapping paper, boxes boards, antedated costume jewelry, buttons, and yarn.

These materials will be of use in creative expression in making: cut-out paper ornaments, posters, stick printing, masks, puppets, mittens, murals, stuffed animals, book jackets, and peep boxes. These experiences should overflow from the school to the home, and children should be encouraged to continue these activities during the summer months.

G. Vegetable and Stick Printing

Fresh vegetables, sticks, and sponges can be cut into shapes and used for printing. Many attractive designs can be made when these items are dipped into paint and used. The same type of thing can be done with kitchen gadgets, such as knives, forks, spatulas, egg beaters, etc.

A small plastic refrigerator dish can be used for paint for these projects. Cut a piece of sponge to fit the

bottom of the dish and pour over enough poster paint to soak the sponge. Dip your vegetable or gadget into this and print. These prints can be used for:

1. Wall hangings
2. Book jackets
3. Waste basket covers
4. "Doodle" pads

This may also be used with textile paints on fabric and used for:

1. Table cloths
2. Dish towels
3. Neck scarfs
4. Border prints for skirts and aprons

The list of art activities which may be used is endless. The list is limited only by time, imagination, and resourcefulness. Other suggested activities which should be included are:

1. Weaving
   a. Loop
   b. Cardboard looms
2. Collage
   Items from the fun box can be used to make designs and interesting pictures.
3. Paper sculpture
   a. Cut paper
      (1) Snowflakes
      (2) Animals
      (3) People
      (4) Landscapes
   b. Torn paper
4. Soap carving
   Soft bar soap
   Sharp knife
5. Seed Pictures
   Glue various colored seeds to paper to form interesting designs and pictures.
6. Leather Craft
   a. Billfolds
   b. Belts
   c. Coin purses
7. Wallpaper
   Cut scenic or floral prints from wallpaper or fabric. Mount and decorate with sequins, glitter, yarn, buttons, and textile paints.
8. Flour and Salt Clay
   2 parts salt, 1 part flour, enough water to make

thick paste consistency--color with desired color of food coloring

9. Sawdust Mache
   ½ cup flour
   1 tsp. sodium benzoate
   1 tsp. powdered alum (heaping)
   ½ tsp. sugar
   1 pt. warm water
   Mix dry ingredients, moisten a little with water to make a smooth paste; add remaining water and cook till thick, stirring constantly.
   Add to a very fine sawdust. This makes a plastic mass that holds shape, work together well and mold.
10. Macaroni
    Color different types of macaroni by dipping into egg dye or food coloring. String on string or wire to make jewelry or Christmas tree ornaments.
11. Shell craft
    a. Large and small sea shells have many decorative uses. May be used on wooden boxes, glass bottles, waste basket decorations and wall hangings.
    b. Egg Shells
       (1) Christmas tree ornaments
       (2) Easter trees
       (3) Bird nests
       (4) Egg shell garden
       (5) Mosaics
12. Splatter painting
13. Wood Working
    a. Jig-saw puzzles
    b. Doorstops
    c. Book ends
    d. Bird houses and feeders
14. Gesso
    7 cups Silex (or whiting)
    2 cups liquid glue (Le Pages)
    1/3 cup varnish
    1 cup boiled linseed oil
    Mix Silex with enough water to make a thick cream. Stir in glue, varnish and oil. Boil in double boiler for about 20 to 30 minutes.
    To thicken at any time mix in a small amount of Silex.
    Brush on with large brush.

Try this to revive cigar boxes, old picture frames and waste baskets. It has many uses and children love it.

15. Chemical Garden
    6 T. Bluing
    6 T. Salt
    6 T. Water
    1 T. Ammonia
    Mix. Pour on lump of coal in dish. Color added with red and blue ink.
16. Uncooked Modeling Clay
    1 C. Flour
    ½ C. Salt
    3 t. Alum
    Mix thoroughly, add enough water to hold together. Keep in plastic bag to prevent drying.
17. Cooked Modeling Clay
    1 C. Cornstarch
    2 C. Salt
    1 C. Hot water
    Boil salt and water a few minutes, add 1 cup cold water to starch, pour starch in boiling salt water and stir until thick. Cool and use as clay. Powdered color or poster paint may be added. Store in plastic bag.

APPENDIX
SEASONAL UNITS

September

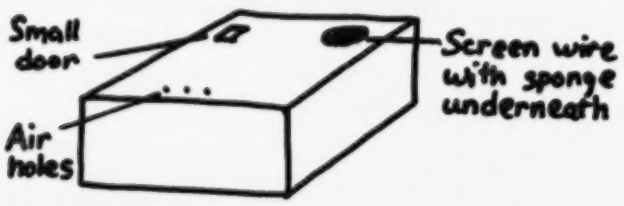
I. Events

1. Labor Day--1st Monday
2. State Fair--3rd week

II. Suggested Activities

1. Make friends--many new students will need a buddy, help children get acquainted by sharing stories about the fun they had during the summer.
2. Take a tour of the building--meet the principal, nurse, secretary, and other teachers--help students locate the restrooms and cafeteria, and become acquainted with class and building routine
3. Discuss and develop a safe route for children to follow while going to and from school
4. Acquaint students with playground rules and safety in the building

5. Begin a weather chart--observe that the nights are cooler, notice the brilliant colors in the sunset
6. Make an ant house



A large (gallon) jar or glass box, fill with soil, put small hole in lid to admit air, sponge to hold water
Put ants in jar, cover with dark paper for a few days so ants will dig tunnels near the outside of the jar, feed and water daily

7. Begin a science table--encourage students to start insect and seed collections--mount and identify
8. Collect newspaper articles about the local and state fairs--draw and paint a mural depicting scenes of the fair--could have a fair in room, using stuffed toys and pets
9. Write a note to parents inviting them to the first P.T.A. meeting--decorate the note paper with a spatter painting or stencil design
10. Good time to start a circus unit in connection with Fair time
11. Elect room officers and building representatives--such as Junior Red Cross, Safety Representative
12. Acquaint students with fire alarm and security drill signals--practice correct method of leaving building and place

October

I. Events

1. Columbus Day--October 12
2. Halloween--October 31

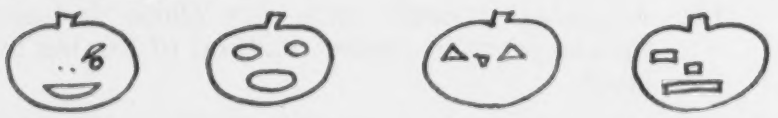
II. Suggested Activities

1. Observe that the days are getting shorter, the nights much cooler; watch for the first frost; study the effects
2. When the weather becomes cooler, many birds start migrating southward. Keep a chart of birds seen
3. Take a nature walk; observe the color of the leaves; collect and identify leaves, acorns, thorns, and seeds
4. Press bright colored leaves between two pieces of waxed paper; mount and use as pictures, mats, and wall

hangings; spatter paint leaves

5. Read story about Columbus; draw picture of the Santa Maria on blue paper with white crayon or chalk
6. Carve a Halloween pumpkin; save seeds for science table
7. Make Halloween masks from paper sacks or paper plates
8. Cut paper pumpkins from construction paper; make many facial expressions

9. Plan Halloween party--Games: Bob for Apples, Pin the Nose on the Witch, Balloon Bust, Relay
10. Make a trick or treat sack; put handle on a paper sack; decorate with crayon
11. Review safety rules and good manners to remember while trick or treating
    a. Do not cover the eyes with a mask; dress warmly
    b. Go with a group or parents
    c. Stay in own neighborhood
    d. Knock or ring door bell gently
    e. Speak kindly
    f. Remember to say "Thank You"
12. Write thank you note to parents who made Halloween party possible
13. Pumpkin faces with one feature missing are good to use in helping children identify features and in supplying the missing parts



14. Collect farm items to use as room decorations and for nature study
    a. Corn stalks
    b. Pumpkins
    c. Gourds
    d. Acorns

    Save for Thanksgiving and for making bird feeder later in year
15. Animal preparations for winter should be noted at this time--Good time for a Science unit

November

I. Events

1. Armistice Day

2. Thanksgiving Day
3. Book Week
4. National Education Week

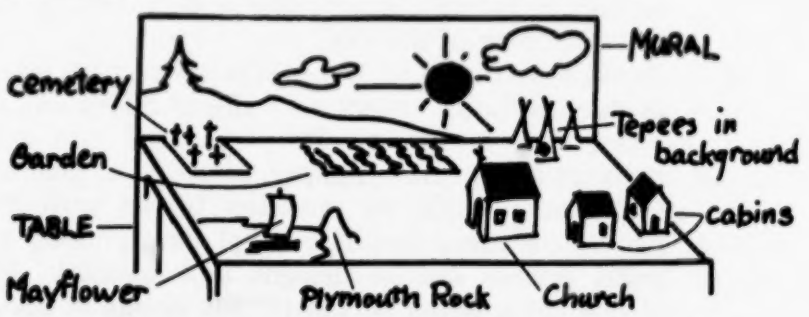
II. Activities

1. Note chilly, gray weather on chart
2. Observe great number of ducks and geese migrating southward, stress hunting safety and use of guns
3. On nature walk, observe the squirrels at work, birds that remain in locality during the winter, change in the trees and the color of the sky.
4. Remind students of Book Week, stress by using posters, displaying book covers on bulletin board and reading an interesting book to class; students can make book markers from ribbon, paper, or strips of plastic material; make book ends by covering bricks with fabric, wall paper, or using bright enamel paint; make book ends from boards cut in designs and painted; make book covers from paper or plastic for books in room; library excursion to city library, building library, or book mobile.
5. During National Education Week compare our school with the schools long ago; use pictures and stories; write and decorate invitations to parents, inviting them to visit school during National Education Week.
6. Display students' work at Open House
7. Begin unit on the Pilgrims and the First Thanksgiving

   Draw pictures, read stories, or show film to answer the questions

   1. Who were the Pilgrims?
   2. How did they come to America?
   3. Why did they come to America?
   4. What kind of home did they have?
   5. Who helped them? Who were their Indian friends?
   6. What kind of hardships did they endure?
   7. How did they dress?
   8. Compare our country then and now.
   9. Why did they have a Thanksgiving Day?
   10. Why do we have a Thanksgiving Day now?
8. Make a list of things for which we are thankful, use a magazine picture collection
9. Make a cornucopia (Horn of Plenty). Form sawdust mache into shape of fruits and vegetables. Let dry, paint with tempera or enamel. Place in cornucopia that has been formed from brown paper.

10. Make place mats and table decorations to use on Thanksgiving table
    (1) Mats--cut fruit and Thanksgiving pictures from paper; iron between two pieces of waxed paper, size of mat; trim edges
    (2) Decorations--gather seed pods, corn, acorns, nuts, and leaves; paint with gold paint and autumn colors
11. Dioramas can be quite successful at this time



Milk cartons can be painted with tempera mixed with detergent for cabins
Pipe cleaner men and women
Don't forget the Indians in the background
Clay or sand can be used to help support rocks and ships

December

I. Events

Christmas--December 25

II. Activities

1. Make note of cold north wind on weather chart
2. Begin Christmas mural
   a. Snow scene with train--each child cuts toys and gifts wanted and put in train cars

   b. Large Christmas tree--use decorations, stockings, and packages for children to show gifts they want

3. Write a letter to Santa
4. Trim a tree for the birds. Select a small tree near school building that children can observe. Trim by hanging corn, suet, kafir corn heads, milet, birds seeds, and apples. Watch birds feed from tree. (Items saved from Thanksgiving can be used here.)
5. Decorate the room
   a. Trim a tree with decorations children made
   b. Make paper stained windows
   c. Religious scene using clay figures
   d. Paper chains
   e. String popcorn and cranberries
   f. String colored macaroni
   g. Decorations made from scrap foil from milk companies
   g. Many doctor's offices use a red plastic dictaphone tape which is very good for Christmas decorating
6. Make Christmas cards
7. Make Christmas gifts for parents
   a. Pin cushions
   b. Tie bars
   c. Cermaic pieces
   d. Paper weights
   e. Cover waste baskets (old gallon ice cream cartons)
   f. Thread boxes from cigar boxes
   g. Decorate match boxes with felt and glitter
   h. Decorate ketchup bottles with decals and glitter for clothes sprinklers
8. Decorate gift wrapping paper with vegetable or sponge painting, also finger paint
9. Make tray favors for the Junior Red Cross
10. Make wreath for the door; cover a coat hanger with evergreen, trim with ribbon and snow
11. Take part in the Christmas program
12. Review safety rules to be remembered when decorating a tree
    a. Do not overload electric wires
    b. Turn off lights when leaving home or going to bed
    c. Put tree in bucket of wet sand or water
    d. Carefully pick up all pieces of broken tree decorations
13. Read the Christmas story from the Bible
14. Read the Night Before Christmas
15. Learn Christmas carols and popular Christmas songs

January

I. Events

New Year's Day
January 20th every four years--new president

II. Activities

1. Make note of dark, short days on weather chart, often snow
2. Review rules for playing in the snow
   a. Throw snow balls at targets only
   b. Snowballs packed hard are dangerous
   c. Snow and ice often cause many dangerous falls--list resolutions for school and homes
   d. Sprinkle sand or salt on slippery walks
   e. Do not skate on ponds unless ice has been checked for safety
   f. Do not use sleds in streets or behind cars
   g. Dress warmly
3. During nature walk observe empty bird nests, bare trees, squirrels hunting food, animal tracks, and cold north wind
4. Cut snow flakes to use as room decorations
5. Make a calendar for the year; learn the names of the months and the abbreviations
6. Start a sweet potato plant for the science table, place sweet potato in jar of water; sprouts will soon begin
7. Start a carrot plant--cut off end of carrot, hollow out, add string to make handle, fill with water, watch it grow--also carrot tops put in small amount of water will grow
8. January is a good month to do a lot of simple science experiements, as suggested in Science Activities for Elementary Children by Nelson and Lorbeer; Wm. C. Brown Co.,; Dubuque, Iowa, 1955
9. Make a large paper mache or sack snow man
   Crumple paper in balls; cover with strips of paper and paste; let dry--paint with white tempera; add features and hat

10. Difficulty in getting to and from school during the bad weather makes this a good time to start a transportation unit

February

I. Events

Ground Hog Day--February 2
Lincoln's Birthday--February 12
Valentine's Day--February 14
Washington's Birthday--February 22
National Dental Health Week

II. Activities

1. Note short days and short month on weather chart. Watch for the ground hog shadow at noon on February 2. If the ground hog sees his shadow, we will have six weeks of bad weather.
2. Make a Lincoln Booklet--include pictures, stories, poems, and songs
3. Make a log cabin using small branches or ice cream sticks
4. Make valentines using stencils, bits of lace, and ribbon
5. Make a valentine sack; decorate paper sack with designs and name; tape to each desk; children put valentines in sack. Also can name the rows or groups as streets; children address valentines and put in correct mail box. This is a good time to begin a Post Office Unit.
6. Make place mats and table decorations for home and Junior Red Cross
7. Plan a valentine party; make a heart tree; place tree branch in carton with plaster of paris or styrofoam for base

8. Study the life of George Washington; include pictures, stories, murals and songs; acquaint children with patriotic songs
9. February is a good month to study good citizenship rules
10. On nature hike look for the first Robin or Blue Bird and early spring flowers such as tulips. Many pussywillow trees begin to bud

Break branch from pussywillow, place in water; sprouts will appear in about two weeks. Can be planted in schoolyard or home.

11. Picture of pussywillow on construction paper mounted in meat tray from grocery store. Use small branches with wads of cotton pasted on for buds. Popcorn can also be used for catkins.

March

I. Events

St. Patrick's Day--March 17
First Day of Spring--approximately March 21

II. Activities

1. On weather chart make note of longer days, bright sunrise, clouds, and increased wind
2. Make and fly kites--review safety rules
   a. Do not get near electric wires
   b. Use no wire on kites
   c. Fly kite in open fields
   d. Do not fly kites during a storm
3. On nature hike, look for many birds that have returned, trees beginning to bud, grass becoming greener, spring flowers, and small animals such as frog and toad
4. Make a shamrock tree to use as centerpiece, cut small shamrocks from green paper, hang on branch that is placed in cup of plaster of paris and clay
5. Make simple bird houses to encourage birds to nest near our homes
6. Plant seeds in paper cups to use as gifts for Mother's Day presents--use small pepper seeds, petunia, or other small quick growing plants
7. Begin a terranium

April

I. Events

April Fool's Day
Easter
Arbor Day

II. Activities

1. On weather chart note longer days, clear bright skies, storms, spring showers (Read rain gauge)
2. Review rules to follow in case of a tornado
3. Study the cause of a rainbow; show rainbow by letting the sun reflect on water; study the colors of the rainbow
4. On nature hike look for flowering shrubs, garden and young plants, insects, bird houses, new bird nests, and frisky animals (colts, kittens, puppies, calves)
5. Make an Easter Basket
   a. Weave paper strips and fold as box, add handles
   b. Decorate paper sack
   c. Decorate shoe boxes
6. Make an egg tree. Blow egg from shells after a small hole is punched in each end of egg. Decorate by drawing faces and adding hats or making designs on shell; use bits of ribbon, sequins, glitter, crayons, and paint. Hang on tree branch. Use ½ shell with narrow paper handles; fill with artificial grass and jelly beans.
7. Decorate Easter eggs. Use vegetable color or crayons.
8. Plan a small garden (flower or vegetable); plant a small area of the school ground or encourage children to share in family gardening
9. Plan an Arbor Day program; many organizations or garden club will donate trees for planting
10. Catch tadpoles and place in large jar or fish bowl; study the life of the frog
11. Make an insect cage or insectarium to keep and observe insects; place lamp chimney in a flower pot filled with soil; add a plant; use wire screen on top

12. New animal babies make this a good time for a farm unit

May

I. Events

May Day--May 1
Mother's Day--2nd Sunday

II. Activities

1. Note pleasant weather, temperature, and longer days on chart

2. Make May baskets to give to mother, neighbor, or special friend
   a. Roll paper into cone shape; add decoration and handle; fill with flowers
   b. Weave paper, fold into box and add handle and flowers
   c. Cover a small jar with small pieces of bright paper from magazines; varnish to make waterproof
3. On nature hike observe the fresh smell of spring; look for new birds, insects, and flowers
4. Make Mother's Day gift
   a. Decorate a tin can with enamel paint, plant the flower that was started in March
   b. Clay articles--jewelry and ear bobs, vases, pin trays, ash trays
   c. Note pads
   d. String holders
   e. Pot pads
   f. Hot dish pads
   g. Pictures made by adding sequins and glitter to wallpaper design and mounting
   h. Wall palques--from meat trays obtained at butcher shop, add designs or pictures; varnish and hang in pairs
5. Plan summer fun
   a. Inform children about recreational and park programs
   b. Encourage reading--book mobile
   c. Vacations
6. Review summer safety rules for--
   a. Camping
   b. Swimming
   c. Riding bike
7. Encourage children to learn something new through the summer--a new hobby, new games to play, etc--Stress learning for fun is fun

GAMES AND RHYTHMIC ACTIVITIES

I. Two Deep

Number of Players: 10-30.
Space: Playground, playroom, gymnasium.
Formation: A single circle is joined, the players facing the center and standing arms length apart. A runner and chaser are chosen.

Procedure: The chaser tries to tag the runner, who tries to escape being tagged by running around the outside of the circle for

a SHORT distance and then stopping in front of a circle player, where he is safe from the chaser. The runner plus the one in front of whom he has taken refuge make the circle two persons deep at that point. The player at the rear therefore becomes the runner. If the runner is caught, he becomes the chaser, and the chaser becomes the runner.

II. Balloon Race

Teams are formed of couples. Head couples of each team link inside arms and may not break apart. On a signal they bat a balloon forward around a chair or a person and then bat it back to the second couple on their team.

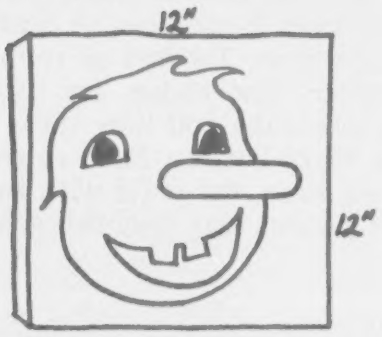
III. Dumb Spelling Bee

A spelling bee is held in which signs are substituted for vowels as follows: A--right hand raised; E--left hand raised;I--point to eye; O--point to mouth; U--point to another person. Players are divided into groups, with a captain for each. Captains ask any player of their group to spell a word, substituting the signs for the vowels. If the spelled word has a vowel, and the speller sounds a vowel he has to exchange places with his captain.

It may be necessary to begin using only one vowel sound until the children have mastered this, then add others one by one.

IV. Nosey†

A face is painted on the side of an orange crate or a similar board. The nose is a broom stick, 12 inches long, nailed on the board. The children stand 6 feet from the board. Each child has three trials to throw quoits on Nosey. At this, each successful throw counts a point. At the end of playing, the child with the highest score wins. Play quoits may be made from 1½ feet of rubber tubing, with two ends bound together with tape.

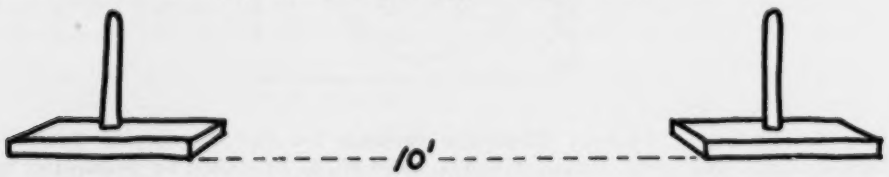


†Let's Be Happy, A Physical Education Program for the Elementary Schools of Oklahoma City, Oklahoma. Grades 5 and 6, 1954-55, p. 57. (Used by permission from W. C. Haller, Director of Physical Education.)

Cut from 3-ply plywood, sand and paint. Attach an 18-inch to 24-inch string to handle. Tie jar ring to string. Rules: Each child allowed five tries to get string with jar ring on bill. The child with the highest score wins.

V. Indoor Horseshoes†

A broomstick handle 6 inches long is nailed to the middle of an orange crate top and used as stakes. Two stakes are needed to play the game. Rubber horseshoes or quoits are used for pitching. The quoit is made from 1½ feet of rubber tubing, with the two ends taped together. The stakes are placed 10 feet apart. The players stand at one stake and take turns pitching the horseshoes. They attempt to make ringers. Each ringer counts a score. At the end of the playing time, the child with the largest score wins the game. Two to six players may play this game at a time.



† Ibid., p. 56

VI. Follow the Leader

One child is chosen the leader. All the other students form a line behind him. As he walks, runs, skips, hops, or bends, the others follow doing the same as he does.

VII. Keep Away

Players form two sides. A large soft rubber ball is used. The object of the game is to keep the ball away from the other teams. A player cannot run with the ball, and the opposite team cannot tackle or knock the ball out of the opposite team's hands. The player cannot hold the ball more than 30 seconds without throwing it.

VIII. Tag

One player is "it." All others try not to be tagged. When a player is tagged, he becomes "it." Games can be squat, wood, or touch tag.

IX. Red Rover

The class is divided into two groups. The teams are to hold hands. The teams stand about twenty feet apart. One group calls--"Red Rover, Red Rover, let-------- come over." The person called runs toward the other team trying to break through the line. If he cannot break the line, he stays on the opposing team's side. If he breaks through, he may take a member of the team back to his side. The side with the most members wins the game.

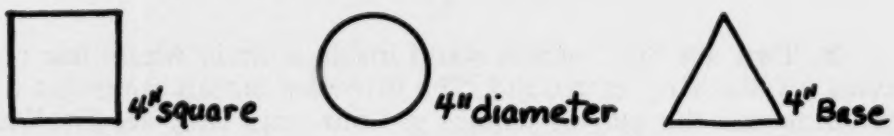
X. Dare Base

One person is "it." Two bases are set before the game starts. The other students run in a group from one base to the other trying not to be caught by the person who is "it." If the person who is "it" catches a runner, he pats him on the back and says "1 2 3 it." Now there are two people who are "it," and so on. The game continues until all but one has been caught, then he is the winner.

XI. Bean Bags

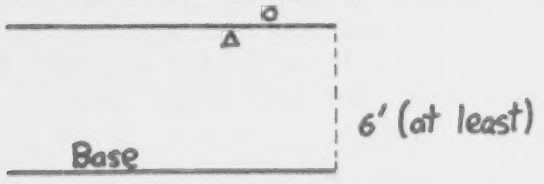
Bean bags should be made of heavy material such as denim or canvas. Bean bags may be of any shape and size.

For the games below, the square, the circle, and the triangle are used.

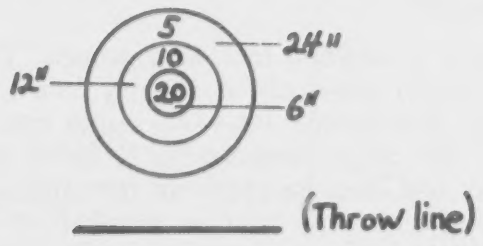


Cut the materials, allowing for seams. Stitch with machine and back stick to prevent ripping. Leave a small opening to put in the corn, beans, rice, small gravel, or sand. Stitch opening.

1. Three students play this game, each with a different shape bean bag. Draw a line on the floor with chalk. Students take turns tossing the bean bag at the line from behind the base. The first student to get eleven points wins the game.



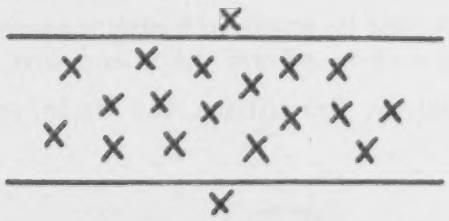
2. Draw bull's eye or dart board on cardboard or plyboard. Paint each circle a bright color. Each child gets three throws each turn. The first to reach the number declared upon at the start of the game wins.



XII. Dodgeball

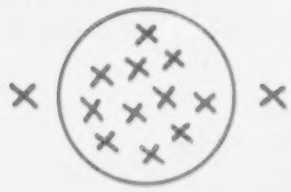
Dodgeball may be played in many ways. The rules for the game must be decided upon before the game begins. The game is played with a large soft rubber ball. The ball should never be thrown at another's head; keep the ball low.

1. The two people are "it." One stands on each side of the group. The two who are "it" throw the ball back and forth trying to hit someone standing in the center. When a student is hit, he moves to the side of the thrower who hit him. The last person standing in the center is the winner.

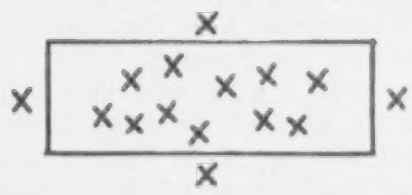


2. Two are "it," others stand inside a circle which has been drawn on blacktop or ground. The throwers cannot see or get into the circle and the players cannot get out until they are hit. When

they are hit they may take a place on the outside of the circle and throw the ball as it comes toward them. The last one standing in the center wins the game.



3. Four players are "it." One standing on each side of a square that has been drawn on the ground. The players who are "it" throw the ball trying to hit a player in the center. The players join the person who hit them on the outside of the square. The person with the most on his side wins the game.



XIII. Relays

There are many kinds of relays. Below are only a few, and the students may make many of their own.

Divide the class into two teams. Set a starting line and a base. Decide on the rules before the game begins: such as wait for the starting signal, to the base and back, if a mistake is made go back to the starting line and begin again.

1. Running relay. The leader of each team carries a small object of some kind, such as a ball, a small length of hose, or handkerchief. He runs to the base and back, gives the object to the second runner and goes to the end of the line. The second runner does the same. Each player has a chance. The team that works back to starting position first wins.

2. Hop relays. Rules are the same for this as for running relays, only the players hop on one foot to the base and back. They do not carry an object.

3. Baby Step Relay. Same rules as running relay. The players must take baby steps instead of running.

4. Bounce the Ball Relay. The players bounce a large rubber ball to the base and back.

5. Over Under Relay. The players use a large rubber ball. The first player hands the ball over his head to the player behind him. He then hands the ball to the third player by passing it between his legs to the fourth player. The game continues over and under until the ball is back at starting position.

XIV. Rope Jumping

One manner of developing skill in rope jumping is the swinging of the rope back and forth slowly like a pendulum without turning it, but gradually raising it while the jumper jumps to the following rhyme:

Old Man Daisy
He went crazy
Up the ladder,
Down the ladder,
Went Old Man Daisy.

There are many traditional rhymes for jumping rope which most children know. Some of these are:

1. Chickety, chickety, chop. How many times before I stop?

2. Lady, Lady, at the gate, eating cherries from a plate; How many cherries did she partake? One, two, three, four, five!

3. H O T Spells Red Hot Pepper.

4. Mary, Mary, with a curl, will you jump as my best girl? Slow at first now that's the way, on we go to the break of day.

5. One, Two buckles my shoe. Jump a turning rope for every other word. Work out pantomime while jumping.

1-2 Buckle my shoe	11-12 Ring the bell
3-4 Shut the door	13-14 Maid a courting
5-6 Pick up sticks	15-16 Girls a fixing
7-8 Lay them straight	17-18 Boys a waiting
9-10 Big fat hen	19-20 That's a plenty!

6. Teddy Bear, Teddy Bear, turn around.
Teddy Bear, Teddy Bear, touch the ground.
Teddy Bear, Teddy Bear, buckle your shoe.
Teddy Bear, Teddy Bear, you'd better skiddo.
Teddy Bear, Teddy Bear, go upstairs
Teddy Bear, Teddy Bear, say your prayers.
Teddy Bear, Teddy Bear, switch off the light.
Teddy Bear, Teddy Bear, say good night.

Jingles for Rope Jumping

Spanish dancer, do the splits,
Spanish dancer, give a high kick
Spanish dancer, turn around
Spanish dancer, get out of town (Runs out).

One, two, button my shoe,
Three, four, shut the door,
Five, six, pick up sticks,
Seven, eight, lay them straight,
Nine, ten, the big fat hen. (Steps out)

Teddy Bear, Teddy Bear, turn around
Teddy Bear, Teddy Bear, Touch the ground
Teddy Bear, Teddy Bear, say your prayers,
Teddy Bear, Teddy Bear, climb the stairs,
Teddy Bear, Teddy Bear, show your shoes,
Teddy Bear, Teddy Bear, now skiddoo.

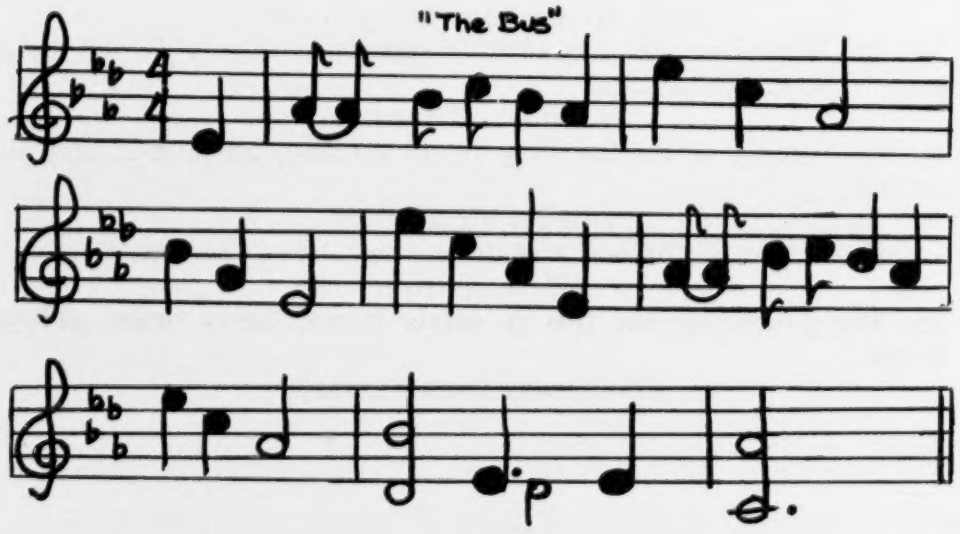
Cinderella dressed in black,
Went upstairs and sat on a tack,
How many tacks did she sit on?
1 2 3 4 5 6 7 8 9 10 ----------

Cinderella dressed in yellow,
Went upstairs to kiss her fellow,
How many kisses did she get?
1 2 3 4 5 6 7 8 9 10 ----------

Cinderella dressed in green,
Went up town to eat ice crean,
How many bowls did she eat?
1 2 3 4 5 6 7 8 9 10 ----------

Ice Cream Soda
Delaware Punch
Tell me the initials of your honey bunch.
(Say the alphabet--the letter you miss on is the first name initial. Run in the back door for the initial of the last name.)

Down by the river,
Down by the sea,
Johnnie broke a milk bottle,
And blamed it on me.
I told ma. Ma told pa.
Johnnie got a licking, ha ha ha.
(Jump till you miss).



1. The people on the bus, they all get on, all get on, all get on.
(make motion of getting on)

2. The money in the box goes ding, ding, ding,— ding, ding, ding, — ding, ding, ding.

(drop money in box)

3. The driver of the bus says, "Move on back," "Move on back," "Move on back."

(Put hands to mouth, and wave with hands, or point with finger)

(Mad-glad)

4. The people on the bus, they all sit down, all sit down, all sit down.

(Find a seat)

5. The wells on the bus go round and round, round and round, round and round.

(Turn hands around each other)

6. The people on the bus go up and down, up and down, up and down.

(Go up and down.)

7. The horn on the bus does toot, toot, toot, — toot, toot, toot, — toot, toot, toot.

(Hands to mouth and go like horn)

8. The wiper on the glass goes swish, swish, swish, — swish, swish, swish, — swish, swish, swish.

(Swing hands back and forth like a wiper)

9. The windows on the bus go up and down, up and down, up and down.

(Raise window up and down)

10. The cord on the bus says "oh please stop," "oh please stop," "oh, please stop."

(Raise up one hand and pull cord.)

11. The driver on the bus says "Watch your step," "Watch your step," "Watch your step."

(All start off the bus)

12. The people on the bus they all get off, they all get off, they all get off.

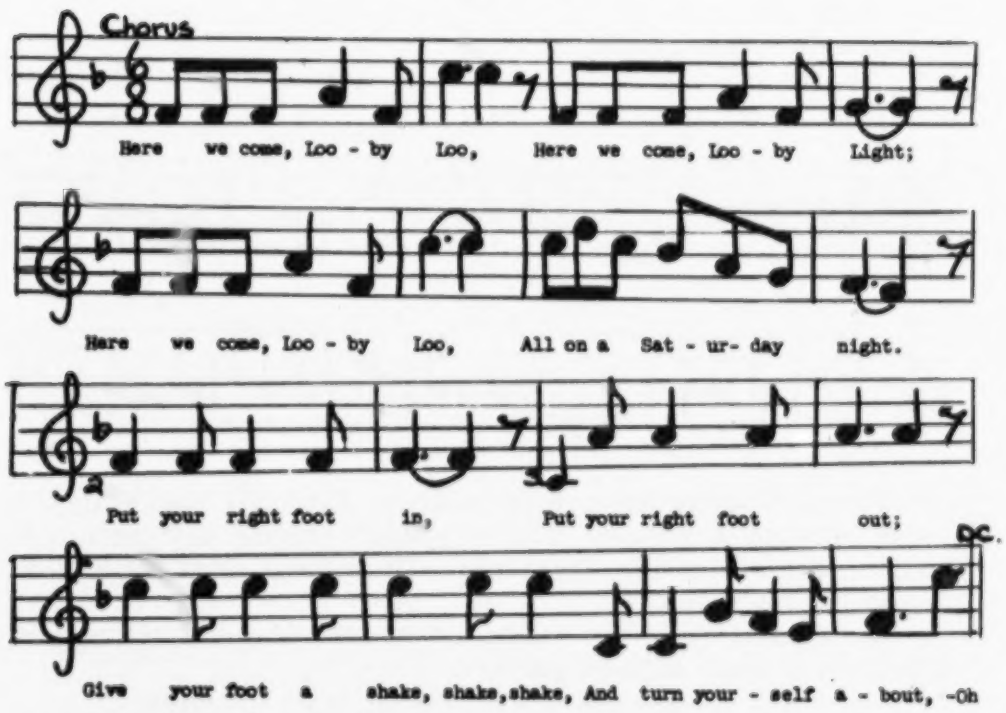
(All get off the bus)

13. The driver of the bus will drive away, drive away, drive away.

(Wave at driver)

14. The people on the bus go safely home, safely home, safely home.

(Walk away from bus stop)

"LOOBY LOU"

Chorus
Here we come, Loo - by Loo, Here we come, Loo - by Light;
Here we come, Loo - by Loo, All on a Sat - ur- day night.
Put your right foot in, Put your right foot out;
D.C.
Give your foot a shake, shake, shake, And turn your - self a - bout, -Oh

At the beginning of the game, all join hands in a circle and skip around, singing.

ACTION: (1) Circle stops; hands are loosed. (2) Put right foot forward into circle, toe touching floor. (3) Put right foot backward outside circle, toe touching floor. Shake right foot vigorously. (4) Turn completely around, right arm leading.

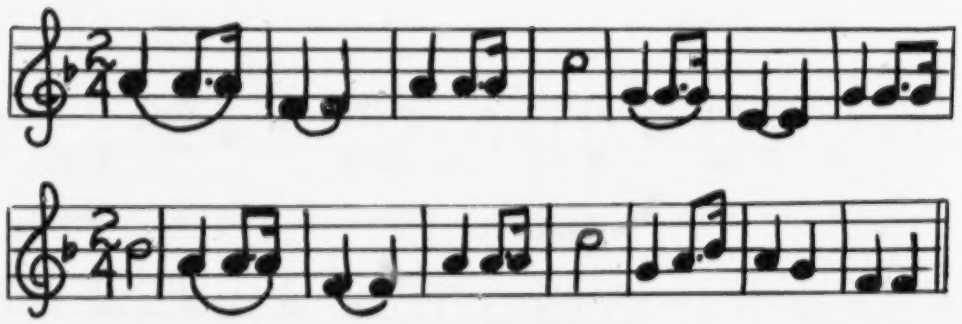
Hands are joined again and the circle moves to the left on the chorus, between each verse.

2. Put your left foot in, etc.
3. Put your right hand in, etc.
4. Put your left hand in, etc.
5. Put hour head 'way in, etc.
6. Put your whole self in, etc.

"SKIP TO MY LOU"

New Music Horizons (2)
American Singer (2) p 166
Let's Be Happy, p 40

Folk Song sung in Tennessee



Play this circle game with partners. One boy stands in the center without a partner. The boy starts singing any verse and skipping around inside the circle. The group sings with him, clapping while he skips.

He steals a girl from some partner who is not watching. He skips back to place with his partner.

The entire group skips around the circle on the chorus.

The boy without a partner now starts singing and skipping, and the game is repeated.

Verse 1.

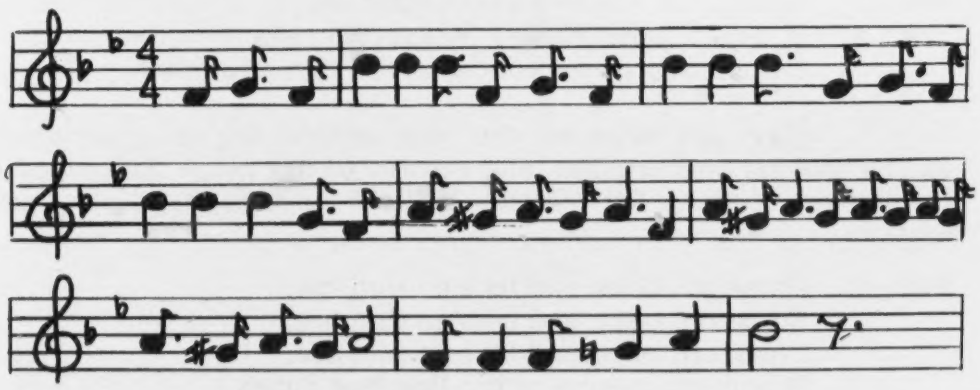
Fly in the buttermilk, shoo, fly, shoo!
Fly in the buttermilk, shoo, fly, shoo!
Fly in the buttermilk, shoo, fly, shoo!
Skip to my Lou my darling.
Lou, Lou, skip to my Lou, Lou, Lou, skip to my Lou!
Lou, Lou, skip to my Lou, skip to my Lou, my darling.

2. Going to Texas, two by two.
3. Lost my partner, what'll I do?
4. I'll get another, prettier than you.
5. Can't get a red bird, a blue bird'll do.
6. Chickens in the haystack, two by two.
7. Pigs in the fence and can't get through.
8. Hurry up, slow poke, do and do.
9. Skip a little faster, this'll never do.
10. Little red wagon, painted blue.
11. Back from Texas, how do you do?

Additional Verses

1. I've lost my girl, now what'll I do?
2. I'll get another, a better one too.

3. Cat's in the buttermilk, skip to my Lou--
4. Flies in the sugarbowl, shoo, fly, shoo--
5. Little red wagon, painted blue--
6. Needle in the haystack, two by two--
7. Pickles are sour, and so are you--
8. Pa's got a shotgun, Number 32--
9. Hurry up slow poke, do oh do--
10. Mule's in the cellar, kicking up through--
11. Dad's old hat got tore in two--
12. My girl wears a number nine shoe--
13. Purty as a red-bird, purtier too--
14. Sugar is sweet and so are you--
15. When I go courting, I take two--
16. Gone again, now what'll I do--
17. I'll get another one sweeter than you--
18. Had a little cart and a pony too--
19. Ma's old hat and Pa's old shoe--
20. If you don't have a necktie, a shoestring'll do--
21. Bears in the kitchen, boo-boo-boo
22. He's got big feet and awkward, too--
23. Kitten in the Haymow, mew, mew, mew--
24. Rat's in the creamcrock, skim him thru--
25. Had a white horse and a cutter, too--
26. That feller wears a number 10 shoe--
27. I'll get her back in spite of you--
28. We'll keep it up 'til half past two-- etc.

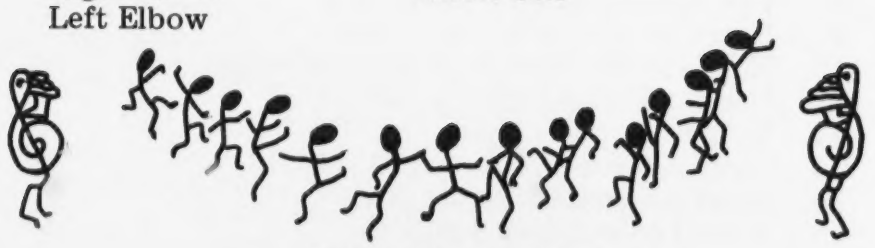
"HOKEY POKEY"

All form a circle and sing:

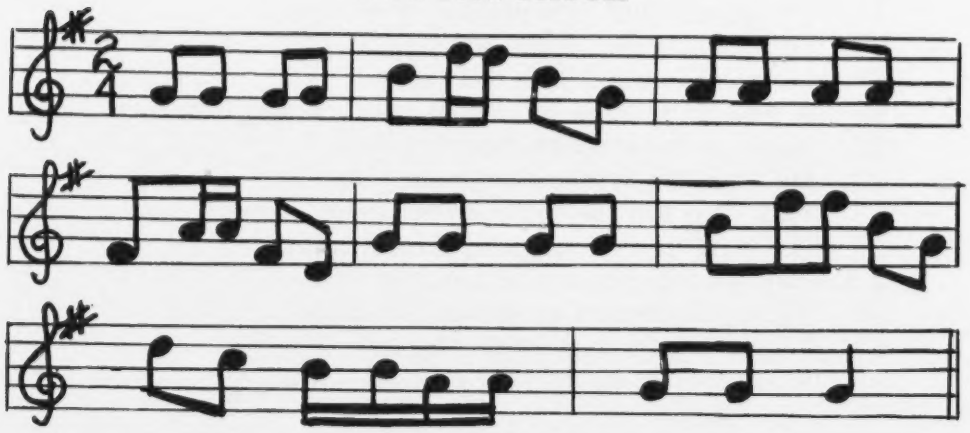
You put your right foot in
You put your right foot out
You put your right foot in
And you shake it all about

You do the Hokey Pokey--
And you turn yourself around
That's what it's all about.

Other verses:

Left Foot	Head
Right Arm	Right Hip
Left Arm	Left Hip
Right Elbow	Whole Self
Left Elbow	



"PAW PAW PATCH"

Verse 1. Where, Oh where is sweet little Nellie? Where, Oh where is sweet little Nellie? Where, Oh where is sweet little Nellie? Way down yonder in the Paw Paw Patch.

First girl skips all the way around the set (paw paw patch) moving to her right, and returns to her place. The others shade eyes looking for "Little Nellie," or clap hands to the rhythm.

Verse 2. Come on, boys, and let's go find her,
Come on, boys, and let's go find her,
Come on, boys, and let's go find her,
Way down yonder in the Paw Paw Patch.

With the first man as leader, all the boys go to the right around the set, and return to place. They sing as they go, emphasizing the words, "come on boys"; the men beckon each

Songs from "Let's Be Happy, A Physical Education Program for the Elementary Schools of Oklahoma City, Oklahoma." Grades 3 and 4, 1954-55. (Used by permission from W. C. Haller, Director of Physical Education.)

other on with a full sweep of the left arm each time they sing these words. They follow the girl who skips around again.

Verse 3. Pickin' up paw paws puttin' 'em in your pocket,
Pickin' up paw paws puttin' 'em in your pocket,
Pickin' up paw paws puttin' 'em in your pocket,
Way down yonder in the Paw Paw Patch.

All swing their inside-joined hands forward as they lean over to pick up the paw paws. Transfer the paw paws to the other hand, and place it in the pocket on that side with a slap on the "pocket." All couples follow the head couple. The head couple leads around to their right to place. On the line, the head couple joins both hands and slides down the center of the set to become the last couple. Continue repeating the dance for each new "head couple."

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